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A BOOK FOLK TAXONOMY BY SIXTH-GRADE CHILDREN

The University of Arizona

PH.D.

1980

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A BOOK FOLK TAXONOMY BY SIXTH-GRADE CHILDREN

by

Andrea Celine Sledge

A Dissertation Submitted to the Faculty of the

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In the Graduate College

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1980

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the dissertation prepared by Andrea Celine Sledge

entitled A Book Folk Taxonomy by Sixth-Grade Children

and recommend that it be accepted as fulfilling the dissertation requirement
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TABLE OF CONTENTS

	Page
LIST OF TABLES	vii
ABSTRACT	xiii
1. STATEMENT OF THE PROBLEM	1
Rationale of the Study	3
Theoretical Framework	4
Statement of the Problem	6
Assumptions Underlying the Study	7
Limitations of the Study	7
Definition of Terms	8
2. REVIEW OF THE LITERATURE	10
Sociology of Reading	11
Effects of Reading	12
Reading Interests	14
Readers' Concepts about Reading	17
Cultural Anthropology and Education	21
Anthropology and Education	22
Anthropology and Reading	23
Cognitive Anthropology	25
Theoretical Concepts of Cognitive Anthropology	25
Language and Culture	28
Summary	30
3. DESIGN OF THE STUDY	32
Sample	32
Field Procedure	36
S ₁ : First Interview	36
S ₁ : Second Interview	36
S ₂ : Interview	38
Additional Procedures	39
Instruments	39
Interview Schedule: Construction	40
Interview Schedule: Content Rationale	41
Card Sort	43

TABLE OF CONTENTS--Continued

	Page
Analysis of Data	45
S ₁ : First Interview	45
S ₁ : Second Interview	46
S ₂ : Interview	46
S ₁ and S ₂ : Comparison	46
Summary	47
4. FINDINGS	48
How Do Sixth-Grade Children Define the Concept of "Book"?	49
How Do Sixth-Grade Children Categorize the Cognitive Domain of Books?	64
What Labels Do Sixth-Grade Children Subsume under These Categories for the Cognitive Domain of Books?	74
How Do Sixth-Grade Children Define These Categories for These Labels for the Cognitive Domain of Books?	79
Do Sixth-Grade Children Differ, on the Basis of Sex, in Terms of the Categorization of the Cognitive Domain of Books?	86
Do Sixth-Grade Children Differ, on the Basis of Sex, in Terms of the Superordinate Categorization of These Categories for the Cognitive Domain of Books?	92
Summary	95
5. SUMMARY, GENERALIZATIONS OF FINDINGS, AND IMPLICATIONS	96
Summary of Findings	96
Generalizations of Findings	100
Implications	102
Suggestions for Further Research	103
Summary	104
APPENDIX A: FORMS	105
APPENDIX B: INTERVIEW SCHEDULE	110
APPENDIX C: CATEGORIES OF BOOKS: LEXICON	112
LIST OF REFERENCES	170

LIST OF TABLES

Table	Page
1. Mean Age of Samples S_1 and S_2	34
2. Mean Reading Achievement of Samples S_1 and S_2	35
3. Sites of Interviews	37
4. Responses to Question One: Word Association with "Book"	51
5. Mean Number of Word Associations with "Book"	52
6. Responses to Question Four: Book Selection Criteria	55
7. Responses to Question Five: Most Important Features of Books	57
8. Responses to Question Six: Least Important Features of Books	59
9. Responses to Question Seven: Descriptions of a Book	61
10. Responses to Question Nine: Similarities among Books	63
11. Responses to Question Ten: Dissimilarities among Books	65
12. Mean Number of Responses to Questions Three and Eight	66
13. Strength of Book Categories	71
14. General Types of Categories	73
15. Types of Responses to Question Eleven	75
16. Types of Responses to Questions Twelve and Thirteen	81
17. Strength of Book Categories Named by Boys	87
18. Strength of Book Categories Named by Girls	89
19. Differences in Ranks of Categories across Sexes	90

ABSTRACT

Prior research has concerned the school as a cultural system and the early development of children's concepts about reading and about print. This descriptive research study explored concepts which bridged these two areas by investigating the defining, categorizing and labeling of the cognitive domain of books by sixth-grade children. The specific purpose of this study was to identify the nature of the concept of "book," the categories applied to the cognitive domain of books, the labels subsumed under these categories, and the attributes of these categories.

It was assumed that books comprised a cognitive domain for sixth-grade children and that this cognitive domain was accessed via the vocabulary employed to categorize and label it.

The data were elicited by an interview schedule which included questions concerning words associated with the term "book," criteria for selecting books, important features of and similarities among books, explanations of the concept of "book," and the various kinds of books known to each respondent. Additional data, relative to the hierarchical organizations of the kinds of books named by the subjects, were elicited by a card sort procedure; subjects grouped and regrouped cards with the kinds of books elicited by the interview schedule until all of the cards were in one group.

Two samples of upper middle class sixth-grade children, who had not yet entered the seventh grade, were the subjects (N=23 and N=18, respectively). One sample completed the interview schedule and the card sort procedure; the other cross-validating sample completed the card sort procedure only.

In addition to myriad findings, the following were the most appropriate generalizations from findings.

1. Sixth-grade children view reading as an active and responsive process, in which the reader engages in a dialog with the author which begins with reader expectancies and purposes.

2. Although sixth-grade children participate in the same culture, the school, it cannot be inferred that they share similar cognitive maps for the domain of books. Their categorizing, defining and labeling of books do not reflect a shared meaning system. Rather, quite individualistic systems of rules for the organization of this domain are apparent. Studies of children's reading interests may reflect general predispositions of particular groups, rather than strong preferences.

3. The definitions of books formulated by sixth-grade children are descriptive rather than generic or synonomous in character.

4. Sixth-grade children have salient individual taxonomies of the cognitive domain of books. However, it appears that they do not have one, shared, salient folk taxonomy of the cognitive domain of books. The only salient, shared categories of books were fiction, non-fiction and mystery, along with their subsumed labels.

5. The methodology of ethnoscience demonstrates potential for the study of readers and reading in cultural contexts.

One implication for reading instruction arising from the findings of this study is the following: Because sixth-grade children categorize the cognitive domain of books in quite an individualistic manner, it is suggested that the selection and recommendation of reading material should be guided by a child's individual interests rather than by lists generated by reading interests research.

CHAPTER 1

STATEMENT OF THE PROBLEM

A significant part of the study of reading is a consideration of the process in the context of the reader. Clarity and parsimony in research sometimes dictate the acceptance of the heuristic myth that the reading process exists in a vacuum. However, the standard of ecological validity requires recontextualization. Traditionally, the areas of sociology, psychology and physiology of reading have provided the constructs and methodologies to meet this standard. The annual "Summary of Investigations Relating to Reading" published in the Reading Research Quarterly reviews a broad range of studies from content analysis to sociocultural influences to reading disability to legibility (Weintraub et al. 1975-1976 through 1978-1979).

In addition to studying responses to text as revealed by the reader's comprehension, researchers have asked questions concerning reading attitudes and interests and the effects of reading on behavior and opinions. These investigations have been characterized by researcher-defined parameters and categories. The possible responses, the quality and content of the data, and the interpretations of observations have been dictated by the constructs of the particular discipline and the formulations of the researcher. The subject has provided the raw data; the investigator has recorded and interpreted the data according to a pre-existing scheme.

Within the past ten years, however, different parameters and interpretations have begun to appear in the research on reading. Not only are readers being asked to respond to print; they also are being asked to consider and define their perceptions of reading and of print as separate constructs. Fryer (1976) and Tovey (1976) have explored the perceptions of children concerning reading. Their findings indicate that young readers' perceptions of reading do not always coincide with those definitions related to reading which educators wish to convey. Clay (1978) and Goodman (unpublished) have developed instruments for assessing children's orientation to and concepts about print, and have, thereby, challenged some assumptions about beginning readers' concepts of print.

In addition to the fields of psychology and sociology, another of the social science disciplines can provide insights into the context of the reading process. The use of theoretical constructs of cultural anthropology in the study of reading can illuminate previously unexplored corridors, and may contradict long-held assumptions.

Wolcott (1970) applied the anthropological concepts of "ideal" and "real" to a study of the teaching of reading. Approaching a classroom as a cultural system, he concluded that certain instructional practices in reading yielded results opposite to those which were intended.

McDermott (1977) and Green, Bloome, and Gerasimakis (1979) conducted ethnographies (observation and description) of the teacher-student "instructional conversations" (Green et al. 1979) of reading instruction. McDermott concluded that less reading instruction occurred in groups of less able readers; lack of orderly turn-taking, and therefore constant

interruptions, required constant renegotiation of the groups' social order.

The methodology of cognitive anthropology can provide access to new data (and interpretations of that data) from the perspective of the participant, as well as from that of the scientist-observer. In this subfield of cultural anthropology, the emic approach is used to describe the culture of interest. The data are the terminology used by the participants in the culture; the categories of analysis are those reflected in this terminology. Wilson (1977a, 1977b), in recommending the use of ethnographic methods in educational research and evaluation, noted that such techniques provide access to the participants' meaning system or framework of interpretation.

Rationale for the Study

Studies that have applied the theoretical constructs and methodologies of cultural anthropology to reading and reading instruction have focused on readers and reading behavior, and have relied on scientist-observer perception and interpretation. Studies which have explored concepts about print have concerned young readers and their conformity to behavior or concepts considered to be developmental criteria for future successful reading achievement.

If the concept of the school as a cultural system has been adopted, then it may be appropriate to adopt the concept of artifacts of a culture with reference to books. If one methodology of cultural anthropology--ethnography--has been adopted to study the school, another also may be adopted to some effect. That alternative is ethnoscience,

which uses the observations and interpretations of the participant rather than those of the scientist-observer. Finally, if it has been appropriate to discuss concepts of print relative to some external criteria, then it may also be appropriate to explore internal criteria that appear to be related to the formation of concepts about print.

Research questions have been formulated concerning the school as a cultural system and concerning concepts about print, developmentally considered. However, an area combining the above notions remained to be explored in some detail: How do readers, as participants in the school culture, perceive and interpret a major artifact of that culture? Stated more succinctly: How do children perceive books?

Theoretical Framework

Cognitive anthropology, a division of cultural anthropology, and its methodology, ethnoscience, provided the theoretical framework for this study. Tyler (1969, p. 3) defined cognitive anthropology thus: "It focuses on discovering how different people organize and use their cultures. . . . It is an attempt to understand the organizing principles underlying behavior." Its major questions are:

1. "What material phenomena are significant for the peoples of some culture?"

2. How do people "organize these phenomena" (Tyler 1969, p. 3)?

Rather than the observer imposing an order on the phenomena under study, the observer seeks to determine the order imposed by the participants upon the cognitive domain.

Under the rubrics of cognitive anthropology, it is assumed that the labels used by the participants identify the significant phenomena, and that, further, these labels, and the categories under which these labels are subsumed, accurately reflect the organization and perceptions of these significant phenomena by the participants. (This concept of linguistic reflection contrasts with Whorf's concept of linguistic relativity, wherein language is said to constrain perception [Fishman, 1972a]).

At the linguistic level, related significant phenomena may be termed a semantic domain, "a class of objects all of which share at least one feature in common which differentiates them from other semantic domains" (Tyler 1969, p. 191). At the concept level, the appropriate analogue is cognitive domain.

Ethnoscience is "the ethnography and/or ethnology of knowledge" according to Werner and Fenton (1970, p. 537). Its goal is an explicit description of the knowledge of participants concerning their culture. This explicit knowledge may be elicited from participants in the form of labels and categories.

Relative to this study, the following applications to the school and to reading were drawn from cognitive anthropology:

1. The school, as an institution, has created a culture of its own.
2. Students are participants in this culture.
3. Reading and books are significant phenomena (a major focus and theme) within this culture.

4. The organization of these phenomena is reflected in the categories, and in the labels subsumed under these categories, which are employed by students.

Statement of the Problem

A study was conducted in order to investigate the defining, labeling and categorizing by sixth-grade children, of the cognitive domain of books. The purposes of the study were:

1. to identify the nature of the concept of "book" as defined by sixth-grade children,
2. to identify the categories applied to books by sixth-grade children,
3. to identify the labels subsumed under these categories, and
4. to identify the attributes within these categories.

The study was designed to answer the following research questions:

1. How do sixth-grade children define the concept of "book"?
2. How do sixth-grade children categorize the cognitive domain of books?
3. What labels do sixth-grade children subsume under these categories for the cognitive domain of books?
4. How do sixth-grade children define these categories for these labels for the cognitive domain of books?
5. Do sixth-grade children differ, on the basis of sex, in terms of the categorization of the cognitive domain of books?

6. Do sixth-grade children differ, on the basis of sex, in terms of the superordinate categorization of these categories for the cognitive domain of books?

Assumptions Underlying the Study

1. Books are significant cultural phenomena for sixth-grade children.
2. Books constitute a "legitimate semantic domain" (Tyler 1969, p. 191) for sixth-grade children.
3. Books constitute a legitimate cognitive domain for sixth-grade children.
4. The interview schedule and card sort procedure, administered as part of this study, are reliable and valid instruments for eliciting respondents' labels and categories for the cognitive domain of books.
5. The responses of the subjects to the interview schedule and card sort procedure are accurate reflections of the respondents' individual cognitive domains of books.

Limitations of the Study

Administration of the interview schedule and the card sort procedure was restricted to:

1. subjects attending one public school in Tucson, Arizona or residing in its attendance area,
2. subjects for whom parental permission had been given, and who had volunteered to participate in the study, and

3. subjects who had completed the sixth grade but had not yet entered the seventh grade.

The subjects' perceptions of the tasks and the role of the investigator may have limited the quality and quantity of their responses.

Definition of Terms

1. Culture: "Cultures then are not material phenomena; they are cognitive organizations of material phenomena" (Tyler 1969, p. 3).
2. Emic Description: A type of data classification wherein decisions for describing items are based upon the criteria accepted by the participant in the culture.
3. Etic Description: A type of data classification wherein decisions for describing items are based upon the criteria established by the participants in the culture.
4. Folk Taxonomy: A folk taxonomy is "a system of monolexemically-labeled folk segregates, elements perceived as separate by participants in a culture, [and] related by hierarchical inclusion" (Conklin 1969, p. 49).
5. Label: A label is a lexical item which identifies a significant phenomenon within a culture.
6. Category: A category is an invention to organize experience; it is not "natural" (Spradley and McCurdy 1972, p. 60).
7. Instrument Types (Werner and Fenton 1970):
 - a. Question-and-Answer: A question and answer instrument is an interview schedule.

- b. Card Sort: A card sort procedure requires the respondent to group printed cards according to respondent criteria.
8. Question Types (Spradley and McCurdy 1972):
- a. Grand Tour: Grand tour questions elicit category labels and names and provide a preliminary survey of a meaning system.
 - b. Structural: Structural questions elicit members of a conceptual category, and facilitate discovery of the structures of categories and the construction of taxonomies.
 - c. Contrast: Contrast questions clarify meaning by exploring differences and similarities between labels or categories.
 - d. Attribute: Attribute questions elicit componential differences within and among related categories.

CHAPTER 2

REVIEW OF THE LITERATURE

To read is uniquely a human function. It arises from the necessity to communicate and from the concomitant recognition of limitations of space and of time on the communicator and on the receiver of the communication.

To read is uniquely a social function. It involves a conscious exchange of knowledge and perceptions between two or more persons.

To read is uniquely a context-bound function. It assumes a background of experience, knowledge of the process, perspectives and purposes on the part of the author and on the part of the reader about the message and its mode of communication--the printed word.

As a uniquely human, social and context-bound function, reading is uniquely a cultural function. Thus it and its vehicle--the written word--are an appropriate focus of study for cultural anthropology.

This chapter presents a review of literature relevant to the focus of the descriptive research study described in the following chapters. Theory and research within four areas are discussed:

1. the sociology of reading,
2. readers' concepts about reading,
3. cultural anthropology and education, and
4. cognitive anthropology.

Within the field of the sociology of reading, two research concerns are of interest: the effects of reading and reading interests. The effects of reading reflect the uses to which reading may be put and, therefore, some of the cultural rules internalized by readers about books and reading. Reading interests indicate salient categories in the reader's perception of reading and books. Readers' concepts about reading are indications of what "real" notions about reading are conveyed within the culture of the school. Cultural anthropology provides a perspective, different from that of empirical research, from which to investigate and analyze the process of formal education. Cognitive anthropology, a field within cultural anthropology, is concerned with the perception and organization (categorization) of a culture from the viewpoint of the participants in the culture. The principles of cognitive anthropology are applicable to the study of formal education systems.

Sociology of Reading

The sociology of reading is a field of inquiry within which are found a diverse number of research concerns. The "Summary of Investigations Relating to Reading" published annually in the Reading Research Quarterly (Weintraub et al. 1975-1976 through 1978-1979), included an average of sixteen subheadings within the area of the sociology of reading. These covered such varied areas as mass media effects and usage, content analysis, readability, reading interests and habits, readership, literacy, publication statistics, reader reaction, effects of reading, persuasion, attitude and opinion change, social and cultural

effects and the history of reading. The 1978-1979 compilation summarized 136 studies in this area. The majority of the studies were defined by the constructs of sociology, and were quantitative in nature. Similar situations obtained in the summaries of 1975-1976 and 1976-1977. Only two studies out of those reported in the 1977-1978 summary dealt with reading from an essentially reader-defined perspective (Fryer 1976 and Tovey 1976).

The decennial Encyclopedia of Educational Research (Gray 1960; Harris 1969), included more than one hundred reviews of research in the area of the sociology of reading. The character of the reported studies was similar to that noted above concerning the Reading Research Quarterly summaries.

Two areas of research within the sociology of reading were of particular relevance to this study: the effects of reading and reading interests.

Effects of Reading

Within recent years the bulk of the research into the effects of reading has investigated the impact of exposure to specific types of content in reading material on specific behaviors and attitudes (Weintraub et al. 1975-1976 through 1978-1979). The effects of printed political advertisements on voting and the correlation of newspaper reports of crimes with illegal activities were typical focuses. However, other, more generalized effects of reading per se were of particular interest to researchers during the 1940's and 1950's. These studies had particular bearing on the research described herein, as they

focused on reader perceptions of their reading (the emic perspective), and the uses which reading might serve.

The effects or functions of reading may be cultural, as well as social and personal; they reflect the values which reading has within a particular cultural context. In What Reading Does to People, Waples (1940) defined the issue succinctly: "[Who] reads what and why" is essential to comprehending the idea of reading having value for different readers (p. 24). A paraphrase is suitable for the current purposes: "Who reads what and why" is essential to comprehending the idea of reading having value for different cultures. Again from Waples: Reading "is a social process. It relates the reader to his environment, and it conditions that relationship" (p. 30). And again a paraphrase: Reading is a cultural process. It relates the reader to his culture, and it conditions that relationship.

Waples identified the following social effects of reading (and by extension, cultural functions of reading):

1. prestige, self-approval, fantasy identification,
2. reinforcement of beliefs, conversion,
3. enriched aesthetic experience, and
4. respite (relaxation).

Asheim (1954) reported an informal study of reader-perceived effects of reading, as reported by a college-age population. These effects included (in rank order from most often reported to least often reported):

1. increased tolerance and understanding,
2. alteration of belief and attitude,

3. confirmation or reinforcement of opinions,
4. stimulation of interests,
5. formation of outlook or philosophy,
6. institution of new attitudes,
7. crystallization of attitudes,
8. solution of personal problems, and
9. disillusionment.

N. B. Smith (1948) studied the effects of reading as perceived by children in the fourth through eighth grades (N=502). The children were asked to recall and write about reading material which had changed their thinking or attitudes. Changes in attitude were reported by 60.7 percent of the sample, changes in concepts, ideas and understandings by 30.1 percent, and changes in behavior by 9.2 percent. It may be concluded that these young readers had internalized some of the cultural functions of reading in midcentury America.

Reading Interests

Research concerning reading interests, particularly those of elementary children, was of importance to this research study, because of possible answers to the question: Do the identified interests of children reflect those categories of books which are of most interest to them?

Research concerning reading interests is voluminous. The following discussion was limited to a representative sample of the research reviews and studies which investigated middle-grade children's interests.

Furness (1963), in reviewing reading interest research, concluded that up to the fifth grade, age was the significant factor in determining reading interest, and subsequently, that sex was the prime determinant. Some reading interests were identified as constant over time: "adventure, romance, mystery, humor, information, curiosity, about people, places and things, sports and amusement" (pp. 6-7). Theme was the most significant factor in children's selection of books.

Robinson and Weintraub (1973) reviewed reading interest research. Twelve-year old children were described as interested in fiction which included fantasy, magic, the supernatural, animals, adventure, mystery, detectives, the family and the school. Girls preferred realistic fiction and fanciful tales, and disliked war, pirates, and westerns; boys preferred historical fiction, history, science and health, and disliked love stories and girls' stories.

In a review of German and American reading interests research, Bamberger (1975) cited research written in German by Schliebe, Lipert and Beinlich in Germany. They identified five developmental reading interest phases, including the "environmental story age of the 'factual' reading age," which was said to be common between ages of nine and twelve. This phase was characterized by reading interests which favored the realistic and rational, with an overlay of magic. Interests were oriented toward the objective and concrete, the representation of the environment in an event format, fairy tales and sagas. Norvell, also cited by Bamberger, listed the following interests common to third-through sixth-grade children: adventure, animals, humor, courage and patriotism.

Whitehead et al. (1977), in reviewing interest research conducted between 1920 and 1940, identified interests of boys and girls which were essentially similar to those identified for modern populations of young readers.

The reading habits of English and Welsh youngsters (ten through fourteen years of age) were investigated by Whitehead et al. (1977). More girls than boys preferred narrative material (fiction, biography, autobiography, memoirs), while more boys than girls preferred non-narrative material.

Feeley (1974) required fourth- and fifth-grade children to make preferential ratings of book titles. Boys' highly rated titles included sports, books concerning excitement touched with the fantastic, recreational materials, realistic excitement and information books. Girls' preferred titles reflected social empathy couched in fun and excitement, fantasy, social empathy which involved people and their problems, recreational and artistic hobby interests.

Not only is reading interest per se important; so also is the intensity of that interest. Some studies addressed this concern. Schulte (1969) studied the responses of 6568 children (fourth, fifth and sixth grades) to fictional book annotations. She described the results in terms of ranking of interests, as follows: realistic fiction, fanciful tales, historical fiction, biography, history, recreational interests, science and health, poetry and social studies. Schulte noted that an interest gap occurred between the various categories of fiction and biography; fiction predominated. The ranking by the boys was as follows: historical fiction, history, social studies, science and health, action

and adventure. Girls' preferences ranked as follows: realistic fiction, tales, biography, recreational interests and poetry.

Ashley (1970) looked at children's rankings of types of books (fourth through seventh grades). The kinds of reading found in the first ten ranks were types of fiction. Of particular interest was the fact that although girls read more, boys showed more interest, i.e., greater strength or intensity of interest.

In summary, research into the effects of reading provides insight into the cultural values internalized by young people as they move through the process of formal education. Reading interest research identifies some of the salient categories of reading matter acquired and used by developing readers.

Readers' Concepts about Reading

A major concern of the research described in the following chapters is the manner in which the concept of "book" is defined by participants in the school culture. A concept of reading is essential to a concept of "book" and is reflected in the manner in which a reader perceives books.

Most of the research addressing the topic of readers' concepts of reading has used beginning readers as subjects. Reid (1958) studied thirteen Scottish boys after their first eight months of school. Her data were collected through structured interviews, Piagetian cognitive development tests, experimenter-constructed reading tests and social and developmental histories. Related to concepts about reading, Reid concluded that:

1. Many of the children were aware of how they read in terms of the process and the quality.
2. Few of the children realized that context was useful for word identification.
3. The children were able to talk about difficulties they had in reading.

Later, Reid (1966) interviewed twelve Scottish five-year olds three times during their first year of schooling. An investigation was conducted of the level and growth of concept development about reading and writing as reflected in technical vocabulary used when talking about reading. She concluded that the children:

1. had imprecise ideas about the reading process, i.e., did not know whether the print was read or the pictures were read,
2. did not know that letters in words represented sounds,
3. did not connect writing with the symbolic function, although they were aware that writing and drawing were different from one another, and
4. could give future uses for learning to read, although none were school-connected.

Using nonverbal tasks, Downing (1971-1972) replicated Reid's investigation, with thirteen English children. The children were rated in terms of literacy behaviors (e.g., responses to pictures of reading and nonreading situations and to wordless books) and auditory perception of words and sounds (i.e., indicating whether a word or a sound was heard). Downing concluded that the concepts of word and sound were not well developed, and that "cognitive clarity" (p. 12) about reading was

associated with reading concept development. Four concepts were identified as associated with cognitive clarity:

1. comprehension of the "common purpose of written language" (p. 12),
2. "concept of the symbolic function of writing" (p. 12),
3. "command of technical vocabulary" (p. 13), and
4. comprehension of "the decoding process" (p. 14).

It may be concluded that a clear concept about the nature of the reading task is important to the acquisition of the reading process.

Fryer (1976) investigated what young children thought about reading. Thirty-eight four- to six-year old children were asked a series of questions about their concepts of reading. Fryer identified three levels or stages in the development of this concept:

1. vague, nonverbalizable awareness,
2. ability to point out or demonstrate a concept of reading, and
3. ability to make a "clear verbal statement" (p. 137).

She concluded that reading ability and the level of the concept of reading were associated.

Tovey (1976) investigated young readers' perceptions of reading in terms of four psycholinguistic concepts:

1. reading as a silent process,
2. reading as a meaning-deriving process,
3. reading as a predictive process, and
4. reading as a three-cue-system process (graphophonic, syntactic and semantic).

Thirty first- through sixth-grade pupils were observed in reading activities and interviewed individually. Twenty percent read silently when

asked to read. Twenty-eight percent described reading as meaning-obtaining. Seventeen percent did not look at every word on the page. Seven percent reported using syntactic and semantic clues to decode unknown words. Tovey concluded that children were taught that word recognition equalled reading equalled word calling.

Goodman (unpublished) developed an instrument to assess a child's response to print in situational context, in two-dimensional context, in familiar graphic units and in standard print. Experience with the instrument indicated that young children initially responded to the entire context in which print appeared (e.g., a Campbell's soup can), but eventually narrowed their focus to the letter sequence of the word, without reference to a particular typeface.

Clay (1978) developed a diagnostic survey, The Early Detection of Reading Difficulties, part of which was the "Concepts about Print Test"--the "Sand" test. Assessments made of concepts about printed language included:

1. front of the book,
2. print as message,
3. letter,
4. word,
5. first letter,
6. upper- and lowercase letters, and
7. spaces between words and punctuation.

Based on an analysis of the responses of 320 children aged 5-0 to 7-0, Clay concluded that children entering the first grade had not necessarily mastered the majority of these concepts.

A few studies have concerned older readers' concepts about reading; Gessel and Ilg (1946) stated that fifth graders' perceptions of the language arts included the idea that language and print were tools with which to penetrate further into community life.

A study sponsored by Pi Lambda Theta (Beta Upsilon Chapter 1974) investigated the reasons given by seven- through twelve-year olds for liking or disliking a book (N=811). Eleven- and twelve-year olds focused on the content and the plot in their remarks. They attended to the message function of reading, unlike the young children studied in the other investigations reviewed previously.

To summarize, the early growth of readers' concepts about reading has received extensive research attention over a number of years. The perceptions of older readers have been dealt with much less often. However, the research available suggests that although the young reader is only vaguely aware of the nature and uses of reading, the middle-school child comprehends the basic uses of reading and writing.

Cultural Anthropology and Education

Goodenough (1963) defined culture as the standards for deciding:

1. what is--percepts and concepts,
2. what can be--cause and effect,
3. how to feel about this--the value system,
4. what to do about this--purpose, and
5. how to do about this--operational procedures about people and things.

In brief, culture is the organization of experience. This concept of

culture has heuristic value when studying the process and product of formal education. The school may be viewed as a culture, about which questions may be asked concerning what constitutes education, what can be taught, what values accrue to education, what goals are appropriate for education, and how the content of education may be taught and learned. Reading and reading education are available to study as part of the culture of the school, and are appropriate topics for inquiry.

Anthropology and Education

A myriad of studies have explored the formal educational process, employing the methodology of cultural anthropology (Spindler 1974). Increasingly, anthropology is being considered as a means of understanding, improving and evaluating education.

Wilson (1977a, 1977b) recommended the use of ethnographic methods in educational research and evaluation because of several advantages accruing to the methodology:

1. ecological validity,
2. avoidance of a priori limits on data,
3. access to the participants' meaning system, with a concomitant access to data otherwise unavailable,
4. theory and concepts--emergence from data in systematic fashion, and
5. qualitative as well as quantitative data.

Gay (1978) noted that anthropological constructs and ethnographic methods offered a theoretical framework for studying student-teacher interactions in pluralistic classrooms. Four variables would be important in such investigations: learning styles, relational patterns,

communication styles and value systems. Fuller comprehension of student-teacher interactions could provide insights into the educational process in pluralistic contexts, and thus facilitate these interactions.

Anthropology and Reading

Wolf and Tymitz (1976-1977) criticized the "methodological incarceration" (p. 5) of reading research in research paradigms which emphasize highly specific and isolated problems. A holistic approach, the ethnography, more appropriate to a dynamic view of reading was recommended. Advantages cited for this methodology included:

1. imaginative reconstruction,
2. data from various sources,
3. access to underlying meanings,
4. interpretation of the entire phenomenon, and
5. generation of hypotheses.

Green et al. (1979) developed a methodology for sociolinguistic ethnography for the purpose of studying classroom reading behavior more effectively. Instructional conversations were analyzed in terms of the data (message units), sources of the data (speakers), form of the data (question and response), types of response (expected, unexpected, don't know) and strategies (purposes of the message units). Multiple message units comprise interaction units, which in turn comprise instructional units or phase units, which in turn comprise the lesson unit.

Wolcott (1970) posed the questions: Do certain reading instructional practices yield results which are opposite to those intended? What are the discrepancies between the ideal and real cultures of the

reading classroom? Based upon classroom observations, he identified and questioned five ideals about reading and reading instruction. Wolcott contended that:

1. Reading instruction is ritual rather than effective behavior.
2. The content of readers is not literature.
3. The work ethic pervades the reading hour, contradicting the notion of reading as fun.
4. The teacher spends little time in actual instruction.
5. Unintentionally, children may learn a narrow definition of reading as a classroom assignment which occurs in a dependency situation--the reading period.

McDermott (1977) completed an ethnography of speaking and reading in the classroom and posited a relationship between the child's manner in talking (language, dialect and sequencing or turn-taking) and his success in learning to read. He made two claims. First, teacher-student relationships were the major key to comprehending who learned what. Second, teacher-student talk was a means of comprehending who learned to read. Lack of communication could occur in this dyad, if each was using different and incompatible conversational rules for the social relationships of the classroom; this could interfere with learning. Reading failure might occur when reading occurred in contexts that did not enhance the child's identity. A mismatch between teacher and student conceptions of how one should succeed in class might yield such a result. Culturally-induced reading failure could be the effect.

In summary, cultural anthropology has many insights and a powerful methodology to offer in the study of formal education and of reading.

Cognitive Anthropology

The immediate theoretical and methodological basis of the study described in the following chapters was drawn from cognitive anthropology, a subfield of cultural anthropology. Its formulations address the cognitive organization common to a culture, and the relationship between language and culture.

Theoretical Concepts of Cognitive Anthropology

Tyler (1969) defined cognitive anthropology as follows: "It focuses on discovering how different peoples organize and use their cultures. . . . [It is] an attempt to understand the organizing principles underlying behavior" (p. 3). By implication then, the definition of culture must change from that of material phenomena to the "cognitive organizations of material phenomena" (p. 3). Culture becomes a subjective entity. Cultures differ in what material phenomena are organized and in how they are organized. Intracultural variation, generated by class, situational, contextual and idiosyncratic differences, occurs in this organization. Tyler notes that naming is a prime method for organizing percepts of these material phenomena. (Tyler differentiates cognitive anthropology from earlier anthropology on the basis that the former seeks to discover the order of a domain used by the participants, rather than seeking to impose an order on a domain.)

Spradley and McCurdy (1972) expanded upon the concept of cognitive organization of the material phenomena. Categorization makes information manageable. Phenomena may be treated as equivalent. The "enslavement to the uniqueness of each event" is prevented (p. 60).

Knowledge and its meaning are organized; the world is divided and defined. Ethnographic semantics is a "systematic attempt to formulate [these] definitions that are part of a particular culture" (p. 58).

Knight (1977) extended this definitional idea, when he predicted that an ultimate result of ethnoscience (the methodology of cognitive anthropology) would be "theorems subject to verification by comparative methods involving the structure of systems of knowledge and their articulation as systems of science specific to individual cultures or reference groups" (p. 194). Tyler (1969) identified an assumption of cognitive anthropology which supports this prediction: "Its data are mental phenomena which can be analyzed by formal methods similar to those of mathematics and logic" (p. 14).

Frake (1968) identified the data of interest as the terminological systems, from which the generating conceptual system may be induced. He implied that those things which are conceptual entities in a culture are labeled. Sturtevant (1964), in discussing Frake's ideas, observed that "how people construe their world of experience" may be discerned "from the way they talk about it" (p. 105).

Psathas (1968) listed five assumptions related to the data base of cognitive anthropology:

1. Language and communication are the basis for cultural life.
2. Significant cognitive features are "codifiable into language" (p. 508).
3. There is a shared code or set of rules which is discoverable, although it may be covert to the users of the code.

4. This code is used to construct and interpret messages about the world.
5. Discovery of this code provides access to the emic world view.

Cognitive anthropology, unlike traditional cultural anthropology, describes and defines its data from the viewpoint of the participants rather than from that of the scientist-observer. Harris (1968) distinguished these two perspectives, emic and etic, respectively, as follows:

Emic statements refer to logico-empirical systems whose phenomenal distinctions or "things" are built up out of contrasts and discriminations significant, meaningful, real, accurate, or in some other fashion regarded as appropriate by the actors themselves. An emic statement can be falsified if it can be shown that it contradicts the cognitive calculus by which relevant actors judge that entities are similar or different, real, meaningful, significant, or in some other sense 'appropriate' or 'acceptable' (p. 570).

Etic statements depend upon phenomenal distinctions judged appropriate by the community of scientific observers. Etic statements cannot be falsified if they do not conform to the actor's notion of what is significant, real, meaningful, or appropriate. Etic statements are verified when independent observers, using similar operations agree that a given event has occurred. An ethnography carried out according to etic principles is thus a corpus of predictions about the behavior of classes of people. Predictive failures in that corpus require the reformulation of the probabilities of the description as a whole (p. 575).

Pike (1967) named several dichotomies between the emic and etic approaches, including:

1. comparisons: specific/crosscultural,
2. units of analysis: determined during analysis/determined prior to analysis,
3. system: created/discovered,

4. criteria: relative, absolute, and
5. data: total/partial.

At least two synonyms for cognitive anthropology have been defined:

1. ethnographic semantics: the "study of those aspects of meaning in a language that are culturally revealing" (Colby 1966, p. 3),
2. ethnoscience: a "system of knowledge and cognition typical of a given culture" (Sturtevant 1968, p. 475).

Language and Culture

"Once we have learned what is distinctive and what is equivalent in a man's speech we have a key to his thought and to the culture he represents" (Brown 1956, p. 289). And again, "language is nothing less than an inventory of all the ideas, interests and occupations that take up the attention of the community" (Brown 1965, p. 311). This parallel of language, concept and culture undergirds ethnoscience, as it has undergirded cultural anthropology (Goodenough 1957, p. 172: "Much of descriptive ethnography is inescapably an exercise in descriptive semantics").

Fishman (1972a) briefly outlined two theories of the relationship between cognitive functioning and language: linguistic relativity and linguistic reflection. The former theory, most often identified with Sapir, Whorf, Hoiyer and Kluckhohn, posits that the lexical-grammatical structures of a language constrain the cognitive structure of the language user. The structure of the language predisposes the user to certain cultural styles or emphases, facilitates perception, learning

and retention of certain aspects of the environment, and facilitates or inhibits particular nonlinguistic behaviors. The theory of linguistic reflection posits that the structure of a language reflects the interests, sensitivities and conventions of the language user.

Boas (1938) wrote that languages differ in what must be expressed, e.g., tense, location, source of knowledge. Brown (1956) commented that cultures differ in the availability and codability (ease and economy of verbal reference) of concepts; those things less frequently expressed might be less frequently perceived or thought about, as well.

In contrast to the above commentaries, which might be viewed as somewhat akin to the linguistic-restrictive view, Werner (1970) observed that the same language can and has expressed many different world views (organizations of culture). Fishman (1972b), in refutation of the Whorfian hypothesis, stated that there have been no successful predictions of the cognitive structure of a group based on grammatical or other linguistic structures. Witherspoon (1971), based on a study of the Navaho cultural categories of objects at rest, concluded that not all cultural categories are marked by the language, i.e., not all points on the categorical/conceptual scheme are represented in the semantic scheme. Cole and Scribner (1974), in discussing the lexicon as an aspect of a language, stated that the lexicon of a language does not demonstrate the limits of the user's perceptions. They referenced Hockett in stating that languages vary in the ease with which something can be said, rather than varying in whether something can be said.

The linguistic reflectivity view has more support in light of current formulations.

Summary

This chapter has reviewed literature relative to the descriptive research study described in the following chapters. Theory and research in four areas were reviewed:

1. the sociology of reading:
 - a. the effects of reading
 - b. reading interests
2. readers' concepts about reading
3. cultural anthropology and education:
 - a. anthropology and education
 - b. anthropology and reading
4. cognitive anthropology:
 - a. theoretical concepts
 - b. language and culture.

Each area is relevant to the present study. The effects of reading reflect cultural values and the definition of the reading situation, in terms of the character and functions of books. Reading interests indicate salient categories within the cognitive domain of books. Readers' concepts about reading are intertwined with readers' concepts about books. Cultural anthropology suggests that the school may be investigated as a culture. Cognitive anthropology suggests that the study of a culture's terminology provides access to the cognitive organization of that culture. The vocabulary used to label the cognitive

domain of books provides access to the cognitive organization of the participants in the culture of the school.

Chapter 3 will present the design of the study.

CHAPTER 3

DESIGN OF THE STUDY

This study was designed to describe the nature of the concept of "book," as defined by sixth-grade children, and the categories and labels subsumed under this concept. The purpose of this chapter is to provide a detailed description of the design of the study. The sample of subjects is discussed in terms of the rationale for selection, demographic data, and reading achievement. The field procedures for the administration of the instruments of data collection are described. The rationale for the content and format of the instruments of data collection, a questionnaire and a card sort procedure, is discussed. Finally, a description of the statistical and descriptive analysis of the data is provided.

Sample

Subjects selected for this study were children who had completed the sixth grade, but had not yet entered the seventh grade. Two assumptions governed the choice of subjects. First, it is assumed that children of this age range and grade have mastered the concrete operation of classification (Inhelder and Piaget 1964), and, therefore, are able to perform the required abstract classification tasks to be described in this chapter. Second, such children, having completed at least six years of formal schooling, have had numerous formal and informal

experiences with books. They have had reading as a curricular area, books as a medium of instruction in content areas, and books as a source of recreational activity. Thus it is assumed that books constitute a cognitive domain of sixth-grade children, which is accessed by oral labeling and categorizing (Tyler 1969).

Ninety percent (N = 38) of the sample of children was drawn from two sixth-grade classes in one elementary school in a public school district in Tucson, Arizona. Based on the 1970 census, the socioeconomic level of the attendance area of this school is at the ninety-second percentile relative to the school district as a whole. The population of the rapidly growing area consists primarily of upper middle class families. Three percent of the students are members of minority groups (Asian or Spanish-surnamed persons) (Gallas 1979). Ten percent (N = 4) of the sample of children was drawn from a Roman Catholic church group with members from the same geographic area.

The forty-two children who constituted the final sample were those who were willing to participate in the study and who had the written permission of their parents to do so (Appendix A). Ninety-five percent of the sample was Caucasian, and five percent was Asian.

The children were assigned alternately, within sex, to one of two subsamples, S_1 and S_2 . The twenty-three children in S_1 included thirteen boys and ten girls; the nineteen children of S_2 included eleven boys and eight girls. The samples were of unequal size because of individual schedule changes after the study had begun. Tables 1 and 2 provide a description of the subsamples in terms of sex, age and reading level.

Table 1. Mean Age of Samples S_1 and S_2 .

To the nearest month, as of August 1, 1979.

	Boys	Girls	Total
S_1			
N	13	10	23
Mean	12-3.7	12-0.4	12-1.1
Range	11-5 to 12-11	10-8 to 12-5	10-8 to 12-11
S_2			
N	10*	7*	17
Mean	12-5.5	12-5.4	12-4.6
Range	11-10 to 12-11	11-9 to 13-3	11-9 to 13-3

*One value missing.

Table 2. Mean Reading Achievement of Samples S_1 and S_2 .California Achievement Test, Level 17, Form C, Administered
September, 1978.

	Percentile	Stanine
S_1		
Boys (N = 12) ^a		
Mean	59.3	5
Range	21-95	3-8
Girls (N = 8) ^b		
Mean	66	5
Range	48-80	5-7
Total (N = 20)		
Mean	62	5
Range	21-95	3-8
S_2		
Boys (N = 8) ^c		
Mean	77.6	6
Range	42-99	5-9
Girls (N = 5) ^d		
Mean	64.6	6
Range	44-96	5-9
Total (N = 13)		
Mean	72.6	6
Range	42-99	5-9

a. One value missing.

b. Two values missing.

c. Three values missing.

d. Three values missing.

Field Procedures

The data were collected between June 30, 1979 and July 21, 1979, either in the homes of the children or in a small interview room of a church office. The investigator sat opposite or to the side of each child. Table 3 reports the sites of the data collection for the two subsamples.

S₁: First Interview

An interview schedule (see Appendix B) was administered orally to twenty-three sixth-grade students, thirteen boys and ten girls (S₁), on an individual basis. Items were printed on 5" X 8" cards and read aloud by the investigator. Responses were recorded by hand on a protocol as well as on audio cassette tape to ensure that all responses were accurately recorded.

Following the completion of all of the individual interviews, the seventy-five categories (kinds of books) elicited from all subjects, without duplication, were hand lettered on 3" X 2½" cards. (See "Card Sort".)

S₁: Second Interview

A second series of individual interviews was conducted with twenty-two sixth-grade students, 12 boys and 10 girls (S₁), by the investigator. (One boy in S₁ did not participate in the second interview.) Each child was asked to do the following with the previously mentioned 3" X 2½" cards:

1. identify any categories recognized as self-generated during the initial interview,

Table 3. Sites of Interviews.

		Home	Office
S_1 : First Interview			
Boys	Number	4	9
	Percent	30.7	69.2
Girls	Number	4	6
	Percent	40	60
Total	Number	8	15
	Percent	34.7	65.2
S_1 : Second Interview			
Boys*	Number	4	8
	Percent	33	66
Girls	Number	5	5
	Percent	50	50
Total	Number	9	13
	Percent	40.9	59
S_2 : Interview			
Boys	Number	3	8
	Percent	27.2	72.7
Girls	Number	0	8
	Percent	0	100
Total	Number	3	16
	Percent	15.7	84.2

*One subject did not participate in the second interview.

2. identify any categories that were not understood,
3. group the cards into the number of piles deemed appropriate by the child,
4. label and define each group (category) formed in step three,
5. create as many superordinate groups (categories) as deemed appropriate by the child,
6. label and redefine each superordinate group formed in step five, and
7. repeat steps five and six until all of the cards were in a single group.

One boy and one girl completed the second interview using only seventy-three of the categories because their second interview had to be conducted prior to the completion of the first series of interviews.

Responses were recorded by hand on a protocol and on audio cassette tape.

The children's labels for the groups generated were hand lettered on colored 3" X 2½" cards. The degree of superordinateness (hierarchical level of mention) was recorded on each card, and also indicated by the color of the card labeled. (See step four above.)

S₂: Interview

In order to verify the validity of the categories elicited from S₁ in the second interview, a cross-validation procedure was conducted with S₂. The specific investigation to be verified was whether the character of the data generated by S₁ was idiosyncratic to that subsample

or had validity for a similar subsample; by inference, did a second group produce similar hierarchical data, given the same stimuli?

Individual interviews were conducted with S_2 by the investigator. Each child was asked to complete steps two through seven, with the previously mentioned 3" X 2½" cards (see " S_1 : First Interview" above), as outlined in the procedures for S_1 : Second Interview. Responses were recorded by hand on a protocol and on audio cassette tape. The degree of superordinateness was recorded, and color-coding was used as described above with S_1 : Second Interview.

Additional Procedures

Prior to the initial interviews with the S_1 and S_2 , the general purpose and procedures of the study were explained to each subject. Each subject was assured of the voluntary and anonymous nature of the tasks.

Instruments

In addition to providing a significant portion of the theoretical base for this study, ethnoscience offered a number of data-eliciting techniques: question-and-answer, card sort, tree drawing, paraphrases, folk definitions, systematization of folk definitions, and componential analysis. A combination of two techniques offered by ethnoscience was used in this study: question-and-answer and card sort. The former technique had the advantage of the context investigated (i.e., the cognitive domain of books), replicability and establishment of intra- and intergroup similarities and differences; the latter had the advantages of freedom of the informant in the construction of categories and of

ease and rapidity in construction of a tree-structure model (hierarchy) of a taxonomy (Werner and Fenton 1970).

For this study, the question-and-answer technique was used to elicit individual definitions of the concept of "book," categories and labels subsumed under this concept, and attributes of these categories. Additionally these emic categories (child-delineated) served as the content of the card sort procedure.

Interview Schedule: Construction

An interview schedule was constructed to provide the format for the question-and-answer technique. The following general guidelines, based on Cannell and Kahn (1966), constrained its format:

1. The specific questions were to reflect the general purpose of the study in order to provide internal validity.
2. Vocabulary, syntax, and idiom were to approximate those of sixth-grade children in order to facilitate accurate and complete communication.
3. Questions were to be framed to promote interest and motivation.
4. An open-ended format was to be used to facilitate and communicate acceptance of a wide variety of responses.
5. There was to be only one reference or idea per question in order to insure the clarity of the intent of the item.
6. The sequence of the questions was to be logical and ordered to convey the purpose and direction of the series of inquiries.

The content of the interview schedule included "grand tour" questions to elicit labels and to provide the content for three other

types of questions: structural, contrast, and attribute questions (Spradley and McCurdy 1972). (See "Definition of Terms" in Chapter 1.) The interview schedule included probes, i.e., alternately phrased questions, as well as the basic questions. If the basic question failed to elicit an appropriate response, a probe was asked.

Interview Schedule: Content Rationale

Each of the thirteen items of the interview schedule was framed to meet the criteria identified in the preceding section. The interview schedule had three types of items in the following sequence:

1. those which addressed the child's personal reading in terms of quantity, type, and selection criteria,
2. those which addressed the child's knowledge of the general domain of books in terms of labels used, and
3. those which elicited further descriptions of the terms elicited by selected questions.

Each basic question and its rationale follow. (See "Definition of Terms" in Chapter 1 for explanations of the types of questions used.)

Q 1: WHEN IS SAY "BOOK," TELL ME WHAT YOU THINK OF -- THE FIRST WORD(S) THAT COME(S) TO MIND. NEXT? (CONTINUE UNTIL NO MORE TERMS ARE FORTHCOMING.)

This was a grand tour item designed to elicit verbal associations for books. It also served as motivation.

Q 2: HOW MANY BOOKS DO YOU THINK THAT YOU'VE READ IN YOUR WHOLE LIFE? CAN YOU GUESS?

This item was designed to stimulate thinking about personal reading.

Q 3: WHAT KINDS OF BOOKS DO YOU READ?

This structural item was designed to provide content for items 11, 12 and 13.

Q 4: HOW DO YOU DECIDE WHAT BOOKS TO READ?

This item was designed to stimulate thinking about personal reading criteria and to elicit attributes of the concept of "book." Items 5 and 6 were designed to elicit additional attributes of the concept of "book."

Q 5: WHAT IS THE MOST IMPORTANT THING ABOUT A BOOK? THE NEXT MOST IMPORTANT? (REPEAT.) WHY?

Q 6: WHAT IS THE LEAST IMPORTANT THING ABOUT A BOOK? WHY?

Q 7: HOW WOULD YOU DESCRIBE (A) BOOK(S) TO SOMEONE YOUR OWN AGE WHO HAD NEVER SEEN OR HEARD OF A BOOK -- A PIONEER CHILD, FOR EXAMPLE?

This was a grand tour item designed to define further the child's concept of "book."

Q 8: WHAT ARE ALL THE DIFFERENT KINDS OF BOOKS THAT YOU KNOW ABOUT?

This structural item was designed to elicit category names and to provide content for items 11, 12 and 13.

Items 9 and 10 were designed to define further the concept of "book."

Q 9: HOW ARE (THESE) BOOKS ALIKE?

Q10: HOW ARE (THESE) BOOKS DIFFERENT FROM ONE ANOTHER?

Items 11, 12 and 13 were frame questions. The blanks were completed by categories elicited by items 3 and 8. They were designed to define and clarify the elicited data (categories of books).

Q11: WHAT KINDS OF _____ BOOKS ARE THERE?

This item was designed to elicit the structures of the categories of books.

Q12: WHAT MAKES A BOOK A(N) _____ ?

This item was designed to elicit the attributes of each book category.

Q13: ARE _____ AND _____ SIMILAR OR DIFFERENT? HOW? WHY?

This contrast item was designed to elicit attributes of each book category.

Card Sort

The seventy-five categories of books elicited by the administration of the interview schedule were hand lettered on 3" X 2½" white cards. The child was handed the stack of cards in alphabetical order; the cards were numbered in this sequence as well. The child was asked to group those cards which were thought to belong together, and then to define and label them. The child was asked to form (group previously formed groups), define, and name successive levels of superordinate categories, until one group was formed.

With S_1 , the following dialog and procedures ensued.

1. THESE ARE THE KINDS OF BOOKS THAT YOU AND YOUR FRIENDS TOLD ME ABOUT. PLEASE PLACE THEM IN ROWS ON THE TABLE.

The child placed the cards in rows.

2. DO YOU SEE ANY THAT YOU TOLD ME ABOUT? WHAT ARE THEY? PLEASE TELL ME THE NUMBERS.

The numbers of these cards were recorded.

With S_2 , the following dialog and procedures replaced items 1 and 2 above.

I HAVE BEEN TALKING TO SOME OF YOUR CLASSMATES ABOUT DIFFERENT KINDS OF BOOKS. THESE ARE THE BOOKS THEY TOLD ME ABOUT.

The remainder of the card sort procedure was identical for S_1 and S_2 , and was as follows.

3. DO YOU SEE ANY THAT YOU DON'T UNDERSTAND? HAND THEM TO ME.

These cards were removed from the task, and their numbers were recorded.

4. PUT TOGETHER THE KINDS OF BOOKS THAT ARE ALIKE.

The elapsed time to complete grouping all of the cards was noted.

If a child appeared to be pairing cards only, he or she was told that more than two cards per group was permissible.

5. FOR EACH GROUP THAT YOU HAVE MADE, TELL ME WHAT CARDS YOU HAVE PUT TOGETHER -- READ THE NUMBERS -- AND THEN TELL ME HOW THEY ARE ALIKE.

The numbers of the cards of each group were recorded on 3" X 2½" cards of a pastel color. These cards were numbered in the order in which they were completed, and the Roman numeral I written at the top of each card.

6. WHAT WOULD BE A GOOD NAME FOR THE GROUP -- SOMETHING THAT WOULD FIT ALL OF THE KINDS OF BOOKS IN THE GROUP? (PROBE: THEY ARE ALL WHAT KIND OF BOOK?)

This label (superordinate category) of the group was written on the card. (See item 5 above.) Steps 5 and 6 occurred simultaneously for each group. The pastel cards were placed on their respective piles of cards.

7. Steps 4, 5 and 6 were repeated until all of the cards were again in one pile. At each sequence of steps 4, 5 and 6, the following procedures were followed:
 - a. a different pastel color card was used for each sequence,
 - b. Roman numerals II etc. were used to indicate the number of the sequence.

8. WHAT KIND OF GROUP WOULD YOU HAVE IF YOU PUT ALL OF THE KINDS OF BOOKS TOGETHER?

This question was asked if the child was not able to regroup all of the cards into one group.

Analysis of Data

S_1 : First Interview

The strength of a label or book category was determined by its frequency of occurrence across subjects and by its rank (based on frequency). A statistical analysis (chi square) (Downie and Heath 1965) was made of each category on the basis of sex. The mean number of categories elicited by questions 3, 8, and 3 plus 8 was determined across sex.

A descriptive analysis was made of the data elicited by the interview schedule. The collective analysis of the responses to items 1, 4, 5, 6, 7, 9 and 10 served to define the concept of "book." The

collective analysis of the responses to items 8, 11, 12 and 13 served to define the book categories identified by S_1 .

S_1 : Second Interview

A cluster analysis of the groups was attempted across sex, using the Statistical Analysis System (SAS) computer program (Barry et al. 1976). The initial groupings (first level card sorts) provided the data for the cluster analysis.

Statistical analyses were made of the number of levels, the number of groups per level, the necessity of asking item 8 to elicit one group recognition of previously mentioned book categories elicited in the first interview, and the number of unfamiliar categories (mean and/or chi square).

S_2 : Interview

A similar analysis, to that of the S_1 : Second Interview data, was made of these data, other than the area of recognition of previously mentioned book categories.

S_1 and S_2 : Comparison

Subsamples S_1 and S_2 were to be compared on the basis of the cluster analysis. T-test of means (Downie and Heath 1965) and chi square analyses were made of the number of levels, number of groups per level, the necessity of asking item 8, and the number of unfamiliar categories.

The data were reported in chart format, where appropriate, as an accompaniment to the narrative.

Summary

This chapter provided a detailed discussion of the design of this descriptive research study. The sample, field procedures, instruments, and methods of data analysis were delineated. In Chapter 4, the data elicited by the questionnaire and card sort procedure will be discussed in terms of the six research questions which guided this study.

CHAPTER 4

FINDINGS

The purpose of this chapter is to present descriptive and statistical analyses of the data relative to six research questions which guided the design and execution of the descriptive research study delineated in Chapter 3. These research questions, which will be discussed in turn, are as follows:

1. How do sixth-grade children define the concept of "book"?
2. How do sixth-grade children categorize the cognitive domain of books?
3. What labels do sixth-grade children subsume under these categories for the cognitive domain of books?
4. How do sixth-grade children define these categories for these labels for the cognitive domain of books?
5. Do sixth-grade children differ, on the basis of sex, in terms of the categorization of the cognitive domain of books?
6. Do sixth-grade children differ, on the basis of sex, in terms of the superordinate categorization of these categories for the cognitive domain of books?

How Do Sixth-Grade Children Define
the Concept of "Book"?

The data relevant to this research question were elicited by the questionnaire administered to S₁, and comprised the responses to the following items:

Q 1: WHEN I SAY "BOOK," TELL ME WHAT YOU THINK OF -- THE FIRST WORD(S) THAT COME(S) TO MIND. NEXT? (CONTINUE UNTIL NO MORE ITEMS ARE FORTHCOMING.)

Q 4: HOW DO YOU DECIDE WHAT BOOKS TO READ?

Q 5: WHAT IS THE MOST IMPORTANT THING ABOUT A BOOK? THE NEXT MOST IMPORTANT? (REPEAT.) WHY?

Q 6: WHAT IS THE LEAST IMPORTANT THING ABOUT A BOOK? WHY?

Q 7: HOW WOULD YOU DESCRIBE (A) BOOK(S) TO SOMEONE YOUR OWN AGE WHO HAD NEVER SEEN OR HEARD OF A BOOK -- A PIONEER CHILD, FOR EXAMPLE?

Q 9: HOW ARE THESE BOOKS ALIKE?

Q10: HOW ARE THESE BOOKS DIFFERENT FROM ONE ANOTHER?

Q9 and Q10 were asked after the child had named all of the kinds of books that he or she knew about.

The word associations elicited by the word "book" were of ten types:

1. affective references (descriptions of emotion), e.g., pleasure,
2. elements of books (features peculiar to printed matter), e.g., word, copyright,
3. evaluative references (critical descriptions), e.g., interesting,
4. persons (references to people), e.g., my teacher,

5. physical attributes (materials and/or physical features), e.g., page, paper,
6. purposes (reasons for reading, uses to which to put books), e.g., to do for hours at a time,
7. reading (the activity itself), e.g., reading process,
8. school (events and objects), e.g., school, grades,
9. specific topics, e.g., mystery, and
10. other (responses not readily classified), e.g., beginning, cook.

The most frequent associations, in terms of number of children so responding, referred specifically to reading or to the physical attributes of a book. Purposes for using books were mentioned somewhat less often, as were elements that were peculiar to the printed page and affective references. The remaining types of associations were mentioned by very few of the boys. Associations with persons or of an evaluative nature did not occur.

By contrast, a large majority of the girls associated physical features with "book". Reading and the reading process were elicited from more than half of this group, while affective references, purposes for reading, school, evaluations and nonclassifiable ("other") responses occurred less frequently. Elements of books, specific topics and persons were mentioned only once each. Table 4 indicates the number of subjects making a verbal association of a given type and the rankings of these types.

In terms of number of word associations elicited by "book", there were no significant differences between the t-test of means of the boys and the girls ($p \leq .05$). Table 5 presents the specific data.

Table 4. Responses to Question One: Word Associations with "Book".

Type of Word Association	Frequency of Responses/Rank		
	Total (N=23)	Boys (N=13)	Girls (N=10)
reading	15/1*	9/1	6/2
physical attributes	15/1	6/3	9/1
a. materials	(8)	(4)	(4)
b. features	(7)	(2)	(5)
purposes	9/3	6/3	3/4
elements of books	8/4	7/2	1/8
affective references	7/5	3/5	4/3
school	5/6	3/5	2/6
other	5/6	2/8	3/4
specific topics	4/8	3/5	1/8
evaluative references	2/9	0	2/6
persons	1/10	0	1/8

*Is read as follows: Fifteen students verbalized the word association reading, which ranked first of all word associations mentioned.

Table 5. Mean Number of Word Associations with "Book".

 $t = .521$ n.s., $p \leq .05$.

	N	Mean	Range
Boys	13	2.84	1-5
Girls	10	3.7	1-7
Total	23	3.21	1-7

Fifteen different criteria for selecting books were identified by the children of S₁. These were as follows:

1. sample/survey the text,
2. book jacket or cover description, or text excerpt,
3. illustrations (cover or in the text),
4. author,
5. title,
6. wording,
7. length,
8. print size,
9. contents,
10. subject matter,
11. appears to be interesting,
12. personal recommendation,
13. magazine article about the book,
14. preview of a motion picture based on the book,
15. a book based on a film which has not been seen on television.

Of these fifteen types of criteria, only seven were common to both girls and boys. The descriptions on the book cover and a survey of the contents were identified by almost half of the sample. The author, the cover and/or the illustrations and a personal recommendation were criteria applied by almost one-sixth of the group. The contents and the title were mentioned by fewer children.

Cover information was mentioned most often by the girls, followed in frequency by surveying the text and the illustrations. The author, personal recommendations (unspecified source), magazine articles,

motion picture previews, the title, and the contents received single mentions. The boys reversed the frequency of these first two criteria. Approximately one-fourth were concerned with the author and personal recommendations (source specified). The cover or the illustrations, the interest aroused, the contents, and the length were mentioned less often. Use of the title, the wording, the subject matter, films not yet on television, and print size were listed by individual persons. In sum, the girls identified nine criteria, and the boys thirteen, with an intersection of seven criteria. Table 6 lists the frequencies and ranks of these criteria.

When asked to identify what were most important and least important features of books, the sample named nineteen of the former and eleven of the latter. Those features designated as most important were as follows:

1. fiction,
2. content,
3. topic,
4. plot,
5. ideas,
6. characters,
7. the story as a whole,
8. amount of description,
9. author's credentials,
10. writing style,
11. pacing,
12. comprehensibility,

Table 6. Responses to Question Four: Book Selection Criteria.

Criterion	Frequency of Responses/Rank		
	Total (N=23)	Boys (N=13)	Girls (N=10)
sample/survey text	11/1*	7/1	4/2
cover description	11/1	5/2	6/1
illustrations/cover	4/3	2/5	2/3
author	4/3	3/3	1/4
personal recommendation	4/3	3/3	1/4
contents	3/6	2/5	1/4
title	2/7	1/9	1/4
appears to be interesting	2/7	2/5	0
length	2/7	2/5	0
wording	1/10	1/9	0
subject	1/10	1/9	0
print size	1/10	1/9	0
not seen on television	1/10	1/9	0
magazine article	1/10	0	1/4
film previews	1/10	0	1/4

*Is read as follows: Eleven students named the criterion sample/survey text, which ranked first of all book selection criteria mentioned.

13. print,
14. length,
15. illustrations (quality),
16. affective/evaluative responses elicited,
17. benefit derived,
18. completing the task, and
19. reading as an activity--something to do.

Affective and evaluative responses to one's reading were identified as most important features by half of the sample as a whole, and within sex. Each of the other features was mentioned by one-sixth or less of the sample as a whole with the major part of these mentions within a category contributed by either the boys or the girls. Comprehensibility was a feature named by approximately one-third of the girls. Length and the benefit to be derived from reading were mentioned by one-third and one-quarter of the boys, respectively, and not by any of the girls. Table 7 presents the frequencies and ranks of these most important features.

The least important features named by the sample were as follows:

1. difficult vocabulary,
2. title,
3. quality of the humor,
4. number of characters,
5. author,
6. length,
7. print,
8. presence of illustrations,

Table 7. Responses to Question Five: Most Important Features of Books.

Feature	Frequency of Responses/Rank		
	Total (N=23)	Boys (N=13)	Girls (N=10)
affective/evaluative responses	12/1*	6/1	6/1
comprehensibility	4/2	1/8	3/2
length	4/2	4/2	0
writing style	3/4	2/4	1/3
topic	3/4	2/4	1/3
benefit	3/4	3/3	0
content	2/7	1/8	1/3
author	2/7	1/8	1/3
pacing	2/7	1/8	1/3
characters	2/7	2/4	0
story as a whole	2/7	2/4	0
fiction	1/12	0	1/3
completing the task	1/12	0	1/3
print	1/12	0	1/3
plot	1/12	0	1/3
ideas	1/12	0	1/3
reading as an activity	1/12	1/8	0
amount of description	1/12	1/8	0
illustrations	1/12	1/8	0

*Is read as follows: Twelve students named affective/evaluative responses as the most important features of books, which ranked first of all important features mentioned.

9. cover,
10. publisher, and
11. reading as an activity.

Of the features of books which were named as least important, none was mentioned by more than one-fifth of the sample as a whole. The presence of illustrations was mentioned by nearly half the girls. The feature most frequently mentioned by the boys, the cover, occurred in less than one-third of the cases. Table 8 presents the frequencies and ranks of the least important features of a book.

The hypothetical description of a book to an illiterate peer included nineteen types of distinctive features among the responses of the twenty-three subjects in S_1 . These were as follows:

1. linguistic elements, e.g., word, sentence,
2. literary (organizational) elements, e.g., chapter, title,
3. writing, i.e., that books contain writing,
4. literary types (genres), e.g., fiction,
5. reading process,
6. "reading," i.e., the term itself,
7. communication (general),
8. tells a story (specific communication function),
9. contents, e.g., adventure,
10. purpose for reading,
11. benefit to the reader,
12. difficulty,
13. frequency of use,
14. injunctions, e.g., "should do it,"

Table 8. Responses to Question Six: Least Important Features of Books.

Feature	Frequency of Responses/Rank		
	Total (N=23)	Boys (N=13)	Girls (N=10)
presence of illustrations	5/1*	1/3	4/1
cover	3/3	3/1	0
reading as an activity	2/4	1/3	1/3
title	2/4	1/3	1/3
length	2/4	1/3	1/3
difficult vocabulary	1/7	0	1/3
print	1/7	0	1/3
quality of humor	1/7	1/3	0
number of characters	1/7	1/3	0
publisher	1/7	1/3	0
author	1/7	1/3	0
nothing is unimportant	1/7	1/3	0
don't know	4/2	2/2	2/2

*Is read as follows: Five students named the presence of illustrations as the least important feature of books, which ranked first of all least important features mentioned.

15. affective/evaluative responses,
16. physical attributes, i.e., dimensions and materials,
17. illustrations,
18. length, and
19. demonstration, i.e., show and explain.

The most frequently occurring terms and phrases used to convey the concept of a book were those dealing with physical attributes. Within the categories of linguistic features and affective/evaluative responses, the frequencies were almost one-third across the total sample, although the latter category matched physical attributes in frequency for boys. One-fourth of the boys emphasized, equally, literary features, contents and the benefits accruing from reading. Approximately one-third of the girls cited the function of telling a story, affective/evaluative responses and injunctions to read. Table 9 presents the frequencies and ranks of the types of descriptions of books.

When asked to compare and contrast, as an entire group, the types of books which they had named as read or known about, the sample identified seventeen types of similarities and dissimilarities. The similarities were:

1. topic,
2. benefit derived,
3. comprehensibility,
4. linguistic features,
5. literary (organizational) features,
6. physical features,
7. emotional tone,

Table 9. Responses to Question Seven: Descriptions of a Book.

Descriptor	Frequency of Responses/Rank		
	Total (N=23)	Boys (N=13)	Girls (N=10)
physical attributes	14/1*	6/1	8/1
linguistic features	9/2	4/3	5/2
affective/evaluative	9/2	6/1	3/3
tells a story	6/4	3/7	3/3
benefit	6/4	4/3	2/6
literary features	5/6	4/3	1/9
"reading"	4/7	3/7	1/9
contents	4/7	4/3	0
purpose	4/7	3/7	1/9
injunctions	4/7	1/13	3/3
illustrations	4/7	2/10	2/6
writing	3/12	2/10	1/9
length	3/12	2/10	1/9
literary types	2/14	1/13	1/9
communication	2/14	0	2/6
reading process	1/16	1/13	0
difficulty	1/16	0	1/9
frequency of use	1/16	1/13	0
demonstration	1/16	1/13	0

*Is read as follows: Fourteen students named physical attributes in describing books, which ranked first of all types of descriptors of books.

8. humor,
9. reading as an activity,
10. tell a story or tell something,
11. relevant to interests,
12. books,
13. vocabulary used,
14. truth,
15. purposes,
16. author, and
17. miscellaneous similarities.

The communication function (telling a story or telling something) was named most frequently, though by less than one-third of the sample. Similar proportions obtained, relative to derived benefit, for the girls, and relative to linguistic and literary features, for the boys. Table 10 presents these data in detail.

The dissimilarities among books identified were as follows:

1. characters,
2. setting (temporal),
3. purpose,
4. stories,
5. author,
6. tone,
7. topics,
8. truth/fiction,
9. physical features,
10. use of illustrations,

Table 10. Responses to Question Nine: Similarities among Books.

Similarity	Frequency of Responses/Rank		
	Total (N=23)	Boys (N=13)	Girls (N=10)
tell a story/tell something	7/1*	5/1	2/2
benefit derived	4/2	1/8	3/1
linguistic features	4/2	3/2	1/5
literary features	4/2	3/2	1/5
physical features	4/2	2/4	2/2
topic	2/6	0	2/2
no similarities	2/6	2/4	0
purpose	2/6	2/4	0
author	2/6	2/4	0
comprehensibility	1/10	0	1/5
tone	1/10	0	1/5
humor	1/10	0	1/5
reading as an activity	1/10	0	1/5
relevant	1/10	0	1/5
book	1/10	0	1/5
vocabulary	1/10	1/8	0
true	1/10	1/8	0
miscellaneous similarities	1/10	0	1/5
don't know	1/10	0	1/5

*Is read as follows: Seven students named the similarity tell a story/ tell something, which ranked first of all similarities among books.

11. presence of words,
12. literary genre,
13. literary (organizational) features,
14. vocabulary difficulty,
15. writing style,
16. length, and
17. miscellaneous.

Approximately one-third of the sample and one-half of the boys identified differences in topic. All other dissimilarities were mentioned by fewer than one-fourth to one-sixth of the sample as a whole and within sex. Table 11 presents these data in more detail.

How Do Sixth-Grade Children Categorize
the Cognitive Domain of Books?

The data relevant to this research question were elicited by the questionnaire administered to S_1 and comprised the responses to the following items:

Q 3: WHAT KINDS OF BOOKS DO YOU READ?

Q 8: WHAT ARE ALL THE DIFFERENT KINDS OF BOOKS THAT YOU KNOW ABOUT?

The mean number of categories (kinds) of books, elicited by items three, eight and three combined with eight, were 2.956, 5.304, and 8.20, respectively. There were no significant differences between t-test means for the boys and girls ($p \leq .05$). Table 12 presents the sample and sex means and range of responses for the total sample and by sex.

The sample named seventy-five different categories of books in response to items three and eight, not including specific book titles.

Table 11. Responses to Question Ten: Dissimilarities among Books.

Dissimilarity	Frequency of Responses/Rank		
	Total (N=23)	Boys (N=13)	Girls (N=10)
topic	8/1*	6/1	2/2
purpose	4/2	2/3	2/2
truth/fiction	4/2	1/7	3/1
miscellaneous	4/2	2/3	2/2
author	3/5	2/3	1/5
writing style	3/5	3/2	0
characters	2/7	1/7	1/5
stories	2/7	1/7	1/5
tone	2/7	1/7	1/5
literary type	2/7	2/3	0
temporal setting	1/11	0	1/5
physical features	1/11	0	1/5
illustrations	1/11	0	1/5
presence of words	1/11	0	1/5
vocabulary difficulty	1/11	0	1/5
length	1/11	1/7	0
literary features	1/11	1/7	0
miscellaneous differences	1/11	1/7	0

*Is read as follows: Eight students named the difference topic, which ranked first of all differences among books.

Table 12. Mean Number of Responses to Questions Three and Eight.

	N	Mean	Range
Q 3:			
Total	23	2.956	1-8
Boys	13	3.076	1-5
Girls	10	2.80	1-8
Q 8:			
Total	23	5.304	0-14
Boys	13	5.230	0-11
Girls	10	5.40	2-14
Q 3 and Q 8:			
Total	23	8.26	3-19
Boys	13	8.307	3-13
Girls	10	8.20	4-19

Twenty-one categories were elicited by item three, but did not occur in response to item eight. These were as follows:

1. baseball,
2. biography about special people,
3. comics,
4. drama,
5. encyclopedia,
6. exciting,
7. football,
8. girls with problems,
9. horoscopes,
10. horse,
11. medium,
12. more than two hundred pages,
13. mystery,
14. old novels (pre-1900 setting),
15. people my own age,
16. pets,
17. tales,
18. television,
19. true,
20. war, and
21. Judy Blume.

Thirty-seven categories were elicited by item eight, but did not occur in response to item three. These were as follows:

1. based on movies,
2. Bible,
3. cats,
4. for keeping collections,
5. coloring,
6. comic,
7. different dreams,
8. dinosaurs,
9. dogs,
10. English,
11. fairy tales,
12. friends and friendship,
13. (for the) fun (of it),
14. hardback,
15. important,
16. interesting,
17. joke,
18. magazine,
19. math,
20. music,
21. not so interesting,
22. ocean,
23. phone,
24. picture,

25. planets,
26. reading,
27. reference,
28. regular fiction,
29. sad,
30. school,
31. science,
32. snakes and cold-blooded animals,
33. social studies,
34. spelling,
35. (tall) tales,
36. teaching, and
37. teenagers.

Seventeen categories were elicited by both items three and eight. These were as follows:

1. about people,
2. adventure,
3. animals,
4. autobiography,
5. biography,
6. factual,
7. fiction,
8. funny,
9. historical,
10. learning,
11. make-believe,

12. nonfiction,
13. novel,
14. paperback,
15. of plays,
16. science fiction, and
17. sports.

In determining the strength of each of the categories, the frequency of each category did not include duplicate mentions by the same child (i.e., if a type of book was named by a subject in response to both items three and eight, it was counted once).

The strongest (most frequently occurring) category was fiction; the second in strength were mystery and nonfiction. The remaining categories had frequencies fifty percent or less of the frequencies of these first three categories. Table 13 gives the strength (rank, percent and frequency) of each of the seventy-five categories.

The responses to items three and eight were of three types:

1. topic (conventional topic categories, 'literary genre, subject matter), e.g., science, mystery,
2. attribute (property relations), e.g., interesting, more than two hundred pages, and
3. title (specific book titles), e.g., Pipi Longstocking.

Kinds of topics comprised the largest percentage of responses, with attributes accounting for the second largest percentage. Titles were infrequent, occurring in less than five percent of the responses.

Table 14 presents the frequencies and percentages of these general types of categories.

Table 13. Strength of Book Categories.

Category	Rank	Frequency	Percent
fiction	1	15	65.21
mystery	2	11	47.82
nonfiction	2	11	47.82
biography	4	6	26.08
science fiction	4	6	26.08
science	6	4	17.39
adventure	6	4	17.39
autobiography	6	4	17.39
funny	6	4	17.39
novel	6	4	17.39
school	6	4	17.39
sports	6	4	17.39
factual	6	4	17.39
about people	14	3	13.04
animals	14	3	13.04
fairy tales	14	3	13.04
historical	14	3	13.04
learning	14	3	13.04
math	14	3	13.04
encyclopedia	20	2	15.38
(for the) fun (of it)	20	2	15.38
Judy Blume	20	2	15.38
make believe	20	2	15.38

Table 13.--continued.

Category	Rank	Frequency	Percent
paperback	20	2	15.38
of plays	20	2	15.38
reference	20	2	15.38
all other categories	27	1	4.34

Table 14. General Types of Categories.

Questions	Topic	Attribute	Title
Q 3:			
Frequency	52	19	2
Mean	2.260	0.826	0.086
Percent	71.23	26.02	2.73
Q 8:			
Frequency	81	39	6
Mean	3.521	1.695	0.260
Percent	64.28	30.95	4.76
Q 3 and Q 8:			
Frequency	132	58	7
Mean	5.739	2.521	0.304
Percent	67.00	29.44	3.55

What Labels Do Sixth-Grade Children
Subsume under These Categories for
the Cognitive Domain of Books?

The data relevant to this research question were elicited by the questionnaire administered to S_1 , and comprised the responses to the following item:

Q 11: WHAT KINDS OF _____ BOOKS ARE THERE?

Each of the kinds of books named by the subject in response to items three and eight was inserted into this frame question.

Three types of labels were elicited by item eleven (see prior discussion of these types of assignment criteria). In order of decreasing frequency, these were:

1. attribute,
2. topic, and
3. title.

Table 15 presents the frequencies, means and percentages of the types of labels.

Labels subsumed under the three most frequent categories of books are discussed below. The remaining seventy-two categories and their subsumed labels are found in Appendix C.

The most frequently occurring category of books was fiction, with fifteen subjects naming this kind of book. Twenty-seven different labels were subsumed under this category. Sixteen of the labels (59.25%) named attributes and content of fiction, and were:

1. "things,"
2. girls of the subject's age,
3. people,

Table 15. Types of Responses to Question Eleven.

	Attribute	Topic	Title
Frequency	270	199	36
Mean	11.739	8.652	1.565
Percent	53.46	39.40	7.12

4. people who had done something interesting or significant,
5. sharing,
6. comic,
7. funny,
8. scary,
9. happy,
10. trips,
11. "everything,"
12. not true,
13. authored by Judy Blume,
14. detectives,
15. caves, and
16. ghosts.

Seven of the labels (25.92%) referred to topics or genres of fiction.

These were:

1. fairy tales,
2. science fiction,
3. story tale,
4. mystery,
5. animal,
6. sports, and
7. monster.

Four of the types of fiction (14.81%), named in response to item eleven, were titles:

1. Alice in Wonderland,
2. The Wizard of Oz,

3. Charley and the Chocolate Factory, and
4. Encyclopedia Brown.

Nonfiction was identified as a category by eleven subjects.

Twenty-two different labels were categorized as nonfiction. Seventeen of the labels (77.27%) were attributes or content of nonfiction:

1. islands,
2. phenomena that have happened,
3. people,
4. animals,
5. places,
6. things,
7. ocean,
8. stars,
9. fact and factual,
10. movie,
11. things people have done (and the Wright Brothers),
12. creations,
13. based on a true happening,
14. earthquakes,
15. states,
16. natural living things, and
17. the first man on the moon.

Five of the labels (27.72%) were topics:

1. autobiography,
2. biography (and similar terms and phrases),
3. science,

4. history, and
5. "how to" books.

No titles of books were mentioned as kinds of nonfiction.

Eleven subjects identified mystery as a kind of book. Twenty-five different labels were subsumed under this category. Twenty-one (84%) of the labels named were attributes of content of mysteries:

1. logical,
2. scientific,
3. investigative,
4. mystery,
5. scary,
6. funny,
7. fantasy,
8. instructive,
9. treasure,
10. space,
11. monsters,
12. ghosts (and haunted houses),
13. killing,
14. murder without clues,
15. clues,
16. something is solved,
17. captives,
18. thriller,
19. different kinds of people,

20. a real life about which not much is known, and
21. different authors.

The four labels of the title type (16%) named one celebrity and three fictional characters around whom mystery series had been developed:

1. Alfred Hitchcock,
2. the Hardy Boys, and
3. Nancy Drew,
4. Sherlock Holmes.

How Do Sixth-Grade Children Define These
Categories for These Labels for the
Cognitive Domain of Books?

The data relevant to this research question were elicited by the questionnaire administered to S_1 , and comprise the response to the following items:

- Q 12: WHAT MAKES A BOOK A(N) _____ ?
- Q 13: ARE _____ AND _____ SIMILAR OR
DIFFERENT? HOW? WHY?

Each of the categories (kinds of books) named by the subject, in response to items three and eight, was inserted into these frame questions.

The terms and phrases, which constituted the definitions of the seventy-five categories, were of three types:

1. content (characters, events, literary elements, i.e., classes and examples), e.g., characters, unexplained phenomena, suspense,
2. description (property relations), e.g., not real, exciting, good imagination, and
3. function of the book, e.g., teaches.

The majority of the responses to item twelve dealt with content, and approximately one-fifth of the responses were descriptive terms.

Responses to item thirteen were more evenly distributed between content and description. Function terms and phrases constituted less than ten percent of the responses to either item twelve or item thirteen. Table 16 presents the frequencies, means and percentages of the three kinds of responses.

The responses to items twelve and thirteen, which centered on the three most frequently mentioned categories (fiction, nonfiction and mystery), are discussed below. Those related to the remaining seventy-two categories are presented in Appendix C.

In response to item twelve, the greatest number of defining terms and phrases associated with fiction were descriptive, dealing with the lack of veracity in this area of literature. However, there were differences in the perception of the relationship of fiction to reality, which ranged along a continuum from the idea of a true story altered somewhat, through unreal events made to seem real, to events that could not actually occur. Additional defining terms and phrases dealt with the content of fiction, such as the setting, characters and dénouement.

The ten different descriptive terms and phrases, including several variations on the theme of veracity, were as follows:

1. not true,
2. made up,
3. not telling the truth,
4. not real,
5. can't be based on historical fact,

Table 16. Types of Responses to Questions Twelve and Thirteen.

Incomplete data on some subjects.

Questions	Content	Description	Function
Q 12:			
Frequency	259	78	28
Mean	11.260	3.391	1.217
Percent	70.85	21.36	7.67
Q 13:			
Frequency	275	232	46
Mean	11.956	10.086	2.00
Percent	49.72	41.95	8.31
Q 12 and Q 13:			
Frequency	534	310	74
Mean	23.217	13.478	5.692
Percent	58.16	33.76	8.06

6. can't really happen,
7. events made true in the story,
8. a true story changed,
9. good imagination, and
10. more fun than serious.

The different content terms and phrases used to describe fiction were as follows:

1. no disasters,
2. setting (time and place),
3. setting in the past,
4. characters,
5. author,
6. detail,
7. "keep on going," i.e., a continuing story from chapter to chapter,
8. hints about the outcome, and
9. the outcome.

Only one term dealt with the functions of fiction: enjoyment.

In response to item thirteen, when they were asked to compare fiction with different types of books, children again identified some of the features named in response to item twelve. Many of the responses concerned similarities or differences in content. Some of the similarities involved the incorporation of the elements of one book type into examples of another type, e.g., science fiction can have teenaged characters. (This pattern was common across most book categories and subjects.) Content comparisons were as follows:

1. starts with what happened right then and there--no background,
2. less information,
3. realistic descriptions similar to those in nonfiction,
4. can have the same sort of plot as teenagers' books,
5. about people,
6. can be about people,
7. can be about adventure,
8. fiction in reading books, and
9. may be about people who are scientists.

Descriptive comparisons were as follows:

1. not true,
2. can't happen,
3. people aren't very important (as compared to their importance in biographies),
4. similar to novels,
5. "Someone sat down and wrote it,"
6. like fantasies, and
7. sort of exciting.

One comparison dealt with the functions of fiction: doesn't teach.

In response to item twelve, nonfiction was defined most often by descriptive terms relative to its veracity, as was the case with fiction. (One child qualified "true" with "could be.")

There were a few defining terms which dealt with the content of nonfiction:

1. a person writes about himself,
2. details of a person's life,

3. facts,
4. places,
5. statues, and
6. the main idea.

One defining term referred to functions of nonfiction: research.

Many of the responses to item thirteen dealing with nonfiction were content comparisons as follows:

1. facts,
2. a lot of detail,
3. not about a person, but about things,
4. about people's life (sic),
5. special people in science, and
6. can deal with the ocean.

Descriptive comparisons included:

1. real,
2. can be interesting, and
3. can be important.

There were no functional comparisons.

The terms defining mystery (responses to item twelve) referred primarily to content. The following terms and phrases of this type were elicited:

1. events without clues,
2. unexplained phenomena,
3. no apparent agent (cause),
4. "tell something that happened,"
5. clues,

6. look for something,
7. something to solve,
8. competition in the search,
9. find facts/something,
10. something explained or figured out,
11. climax,
12. murder,
13. suspense,
14. castles,
15. ghosts,
16. capture, and
17. weird events.

One defining phrase was descriptive: exciting and scary. There were no references to possible functions of mystery.

The description of mystery reflected in the responses to item thirteen was quite rich in details of content. Some of the content comparisons were as follows:

1. problem,
2. have to figure something out,
3. who did it,
4. not about (just) one person,
5. suspense,
6. can involve music, and
7. can tell something important.

Descriptive comparisons included:

1. factual about places and people,
2. not true,
3. can be historical,
4. murders can cause sadness,
5. can be in a play format, and
6. sometimes in reading books.

There were no functional comparisons for the category of mystery.

Do Sixth-Grade Children Differ on the Basis of
Sex, in Terms of the Categorization
of the Cognitive Domain of Books?

The data relevant to this research question were elicited by the questionnaire administered to S_1 , and constituted the responses to the following items:

Q 3: WHAT KINDS OF BOOKS DO YOU READ?

Q 8: WHAT ARE ALL OF THE DIFFERENT KINDS OF BOOKS THAT YOU KNOW ABOUT?

The most frequently occurring categories (strongest) among the boys were fiction and nonfiction; the second most frequent was mystery, and the third biography and science fiction. The remaining categories were mentioned by less than one-fourth of the boys, or not at all, in the case of thirty-two of the seventy-five categories elicited from the sample as a whole. Table 17 gives the strength (frequency, percent and rank) of each of the forty-three categories named by the boys.

The most frequently occurring category (strongest) among the girls was fiction; the second in strength was mystery and the third

Table 17. Strength of Book Categories Named by Boys.

Subsample N=13.

Category	Rank	Frequency	Percent
fiction	1	10	76.02
nonfiction	1	10	76.92
mystery	3	7	53.84
biography	4	5	38.46
science fiction	4	5	38.46
adventure	6	3	23.07
autobiography	6	3	23.07
math	6	3	23.07
novel	6	3	23.07
science	6	3	23.07
factual	11	2	15.38
funny	11	2	15.38
historical	11	2	15.38
school	11	2	15.38
social studies	11	2	15.38
sports	11	2	15.38
all other categories	17	1	7.69
animals	drama	medium	
baseball	encyclopedia	more than 200 pages	
based on movies	English	ocean	
biography about	exciting	paperback	
special people	football	reading	
cats	horoscopes	regular fiction	
comic	joke	spelling	
comics	Judy Blume	teaching	
dinosaurs	learning	war	
dogs			

strongest categories were about people and fairy tales. The remaining categories were mentioned by one-fifth or less of the girls, or not at all, in the case of twenty-one of the seventy-five categories elicited from the sample as a whole. Table 18 gives the strength (frequency, percent and rank) of each of the fifty-four categories named by the girls.

Comparison of the boys and girls on the basis of the ranking of the book categories reveals that in only one category, fiction, was there agreement: a rank of one. Both boys and girls named nineteen categories of books. The mean differences in ranking between sexes was 6.57 ranks. Table 19 lists the common categories and the differences in ranks.

A comparison of general category strength was made, using a chi square analysis of the frequency of mention in terms of percentages of boys and girls so responding. The two subgroups were compared relative to the strength of their first through fifth most frequent categories. Sex of the subgroup and the relative frequency of the category were related significantly for the most frequently mentioned categories ($\chi^2 = 15.624$, $p \leq .05$). The category most often mentioned by boys was stronger than the category most often mentioned by girls. The relationship, however, was slight, according to standards for interpretation of correlational data (phi coefficient = .279). A similar condition obtained for the second and fourth most frequently mentioned categories ($\chi^2 = 3.844$, $p \leq .05$, phi coefficient = .138 and $\chi^2 = 26.078$, $p \leq .05$, phi coefficient = .361, respectively). Differences in relative strength

Table 18. Strength of Book Categories Named by Girls.

Subsample N=10.

Category	Rank	Frequency	Percent
fiction	1	5	50
mystery	2	4	40
about people	3	3	30
fairy tales	3	3	30
animals	5	2	20
biography	5	2	20
factual	5	2	20
(for the) fun (of it)	5	2	20
funny	5	2	20
learning	5	2	20
make believe	5	2	20
of plays	5	2	20
reference	5	2	20
school	5	2	20
sports	5	2	20
all other categories	16	1	10
adventure	important	picture	
autobiography	interesting	planets	
Bible	Judy Blume	sad	
for keeping collections	magazines	science	
coloring	music	science fiction	
different dreams	nonfiction	snakes & cold-	
encyclopedia	not so interesting novel	blooded animals	
friends and friendship	old novels	tales	
girls with problems	paperbacks	tales (tall)	
hardback	people my own age	teenagers	
historical	pets	television	
horse	phone	true	

Table 19. Differences in Ranks of Categories across Sexes.

N=19.

Category	Difference in Rank	Ranking by	
		Boys	Girls
nonfiction	15	1	16
animals	12	17	5
learning	12	17	5
science fiction	12	4	16
adventure	10	6	16
autobiography	10	6	16
novel	10	6	16
science	10	6	16
factual	6	11	5
funny	6	11	5
school	6	11	5
sports	6	11	5
historical	5	11	16
biography	1	4	5
encyclopedia	1	17	16
Judy Blume	1	17	16
mystery	1	3	2
paperback	1	17	16
fiction	0	1	1

were not significant for the third and fifth most frequently mentioned categories.

Comparing boys and girls, a chi square analysis was made of the frequency of mention of individual categories. The mentions of three categories of books were significantly related to the sex of the respondent ($p \leq .05$):

1. about people, $\chi^2 = 4.197$, phi coefficient = .427,
2. fairy tales, $\chi^2 = 4.482$, phi coefficient = .441, and
3. nonfiction, $\chi^2 = 7.843$, phi coefficient = .583.

The first two categories were mentioned more often by girls than by boys; the reverse was the case for the third category. The strength of the relationships was fair.

The responses to items three and eight were of the following types:

1. topic,
2. attribute, and
3. title.

(See discussion under the second research question for the criteria for these classifications.) A chi square analysis was made of the frequency (percentage) of occurrence of these three types of responses on the basis of sex. There was no significant relationship between the percentage and sex in the distribution of responses to item three across the three types of responses listed above. However, there was a significant relationship between the percentage distribution of the responses to item eight and sex ($\chi^2 = 32.776$, $p \leq .05$). The relationship was fair

(phi coefficient = .404). Girls gave more attribute and title responses, and boys more topic responses.

Do Sixth-Grade Children Differ on the Basis
of Sex, in Terms of the Superordinate
Categorization of These Categories for
the Cognitive Domain of Books?

The data relevant to this research question were elicited by the card sort procedure completed by S_1 and S_2 . The responses of the two samples were analyzed separately and then compared.

Twenty-two children were in S_1 (one boy who completed the questionnaire did not participate in the card sort), and nineteen children were in S_2 (boys = 11, girls = 8).

Prior to the actual card sort, the children in S_1 were asked:

DO YOU SEE ANY (KINDS OF BOOKS) THAT YOU TOLD ME ABOUT? WHAT
ARE THEY? PLEASE TELL ME THE NUMBERS.

Correct identification constituted .511 of the responses, on the average; the means of the boys and of the girls were only .001 apart (.511 and .512 respectively). The range of correct identification was .10 to 1.00 for the sample as a whole, .10 to 1.00 for the boys, and .24 to 1.00 for the girls.

Both samples were asked:

DO YOU SEE ANY THAT YOU DON'T UNDERSTAND? HAND THEM TO ME.

A mean of 1.81 categories (range 0-4) were not understood by the members of S_1 , with subsample means of 1.5 and .916 for the girls and boys, respectively (ranges: 0 - 4 and 0 - 3).

A mean of 2.105 categories (range 0 - 16) were not understood by the second sample, S_2 with means of 2.50 and 1.818 for the girls and

boys, respectively (ranges: 0 - 16, 0 - 6). (One girl was responsible for sixteen responses.)

When the responses of S_1 and S_2 were compared, a significant relationship was found between sample group and the number of categories not understood ($\chi^2 = 5.3$, $p \leq .05$). However, this relationship was negligible (phi coefficient = .197). The category of Judy Blume was cited most often as not understood.

Superordinate categorization was elicited by the following:
 PUT TOGETHER THE KINDS OF BOOKS THAT ARE ALIKE. FOR EACH GROUP THAT YOU HAVE MADE, TELL ME WHAT CARDS YOU HAVE PUT TOGETHER -- READ THE NUMBERS -- AND THEN TELL ME HOW THEY ARE ALIKE.
 WHAT WOULD BE A GOOD NAME FOR THE GROUP -- SOMETHING THAT WOULD FIT ALL OF THE KINDS OF BOOKS IN THE GROUP?

This sequence was repeated until the child had regrouped all of the categories of books into one group. If the child was unable to do so, the following question was asked:

WHAT KIND OF GROUP WOULD YOU HAVE, IF YOU PUT ALL OF THE KINDS OF BOOKS TOGETHER?

A cluster analysis of the card sort first level groupings was attempted using the Statistical Analysis System (SAS) computer program (Barry et al. 1976), with modifications designed by Carole Cullen, computer programmer, Computer Center, Texas Tech University, Lubbock, Texas. However, the procedure was not completed because of the following problems:

- a. adequate core memory not available,

- b. a number of variables in excess of the limits of the original computer program, and
- c. format errors in the data.

The data elicited by the card sort procedure were examined in terms of (1) the mean number of superordinate levels of categorization of the seventy-five categories of books and (2) in terms of the mean number of categories at each superordinate level of categorization (t-test of means and chi square).

The mean number of superordinate levels indicated by S_1 was 4.45 with a range of 2 - 7. The means for the boys and for the girls were 4.25 and 4.7, respectively. The mean number of superordinate levels indicated by S_2 was 3.894 with a range of 1 - 6. The means for the boys and for the girls were 4.09 and 3.625, respectively. The t-tests of means were not significant in comparing boys and girls within S_1 and S_2 and when comparing S_1 and S_2 .

For the purposes of calculating the mean number of categories at each subsequent superordinate level, those completing the card sort with few superordinate levels were considered to have one category at higher levels. The following mean number of categories at each superordinate level indicated by S_1 were as follows (respective means for the boys and girls are in parentheses):

1. level one: 15.63 (15.25, 16.10),
2. level two: 6.63 (6.00, 7.40),
3. level three: 3.56 (3.00, 4.44),
4. level four: 2.235 (1.88, 2.62),

5. level five: 1.63 (1.40, 1.83), and

6. level six: 1.75 (1, 2.5).

The means of S_2 were as follows (respective means for the boys and girls are in parentheses):

1. level one: 15.10 (16.09, 13.75),

2. level two: 5.77 (6.27, 5.0),

3. level three: 2.58 (2.54, 2.66),

4. level four: 1.42 (1.33, 1.60), and

5. level five: 1.20 (1, 1.50).

None of the t-tests or the chi squares resulted in significant differences in means across sex within sample and across samples, or resulted in significant differences in frequencies across sex within sample and across samples.

Summary

This chapter presented the findings relative to the six research questions which guided this descriptive study of sixth-grade children's categorization of the cognitive domain of books. Chapter 5 will present generalizations of findings and implications relative to these findings.

CHAPTER 5

SUMMARY, GENERALIZATIONS OF FINDINGS, AND IMPLICATIONS

This chapter summarizes a descriptive research study of sixth-grade children's categorization of the cognitive domain of books. Generalizations based on the findings of this study are discussed as well as implications for instructional practices and suggestions for future research.

Summary of Findings

The school as a cultural system has been the subject of previous research. The early development of children's concepts about reading and about print has been the subject of previous research. This descriptive research study explored concepts which bridged these two areas of concern by asking: How do readers, as participants in the culture of the school, perceive and interpret a major artifact of that culture, i.e., how do children perceive books? This study was conducted in order to investigate the defining, categorizing and labeling of the cognitive domain of books by sixth-grade children. The specific purposes of this study are:

1. to identify the nature of the concept "book" as defined by sixth-grade children,
2. to identify the categories applied to the cognitive domain of books by sixth-grade children,

3. to identify the labels subsumed under these categories, and
4. to identify the attributes of these categories.

For the purposes of this study, culture was defined as the cognitive organization of material phenomena (Tyler 1969). Within this cognitive organization, books were assumed to be a cognitive domain for sixth-grade children, "a class of objects all of which share at least one feature in common which differentiates them from other [cognitive] domains" (Tyler 1969, p. 191). Finally, based on the theories and concepts of cognitive anthropology, it was assumed that this cognitive domain of books was accessed via the vocabulary employed to categorize and label it.

The data relative to this study were elicited by an interview schedule which included questions concerning words associated with the term "book," criteria for selecting books, important features of and similarities among books, explanations of the concept "book," and the various kinds of books known to each respondent. Additional data relative to the hierarchical organization of the kinds of books named by the subjects were elicited by a card sort procedure; subjects grouped and regrouped cards with the kinds of books elicited by the interview schedule until all of the cards were in one group.

Two samples of upper middle class children, who had completed the sixth grade but had not yet entered the seventh grade, were the subjects of this study (N = 23 and N = 18, respectively). One sample completed the interview schedule and the card sort procedure; the other, in cross-validation of the data from the latter procedure, completed the card sort procedure only.

The findings of this study are as follows:

1. Relative to the ways in which sixth-grade children defined the concept of book, it was found that:
 - a. The most frequently occurring word associations with "book" were "reading" and those naming physical features of books; purposes for reading were mentioned less often.
 - b. Criteria for selecting books centered around sampling the content by surveying the text or reading the summary on the book cover.
 - c. Physical descriptions of books were offered most frequently in explanation of the character of books.
 - d. The feature of books identified as most important was the affective or evaluative response elicited by a book.
 - e. Similarities among books were quite varied, although the communication function was named by approximately one-third of the sample.
2. Relative to the categorization of the cognitive domain of books, it was found that:
 - a. Seventy-five categories of books were identified.
 - b. Fiction, nonfiction and mystery were the most salient (most frequently occurring) categories of books, all others being mentioned by less than one-fourth of the sample.
 - c. The categories of books were of three types, in order of descending frequency: topics (e.g., sports), attributes (e.g., interesting) and, infrequently, titles (e.g., The

Apple Dumpling Gang). Most of the categories reflected conventional, literary topic areas.

3. Relative to the labels subsumed under these seventy-five categories for the cognitive domain of books, it was found that:
 - a. Other than those used in reference to the veracity of fiction and nonfiction, the labels subsumed under these categories were idiosyncratic.
 - b. These labels were of three types, in order of decreasing frequency: attributes and content (e.g., caves, authored by Judy Blume), topics (e.g., "how to" books), and titles (e.g., Alice in Wonderland).
4. Relative to the ways in which these seventy-five categories of books were defined and compared, it was found that:
 - a. The content of the descriptions and the nature of the comparisons were idiosyncratic, and sometimes contradictory across respondents. There were no common patterns of response, other than references to veracity in defining fiction and nonfiction and references to learning and teaching in defining textbooks.
 - b. The definitions of these categories of books were of three types, in order of decreasing frequency: elements of content (e.g., facts, suspense), descriptions (e.g., exciting, scary), and functions (e.g., doesn't teach).

5. Relative to the differences between boys and girls in the categorization of the cognitive domain of books, it was found that:
- a. Girls mentioned two categories, about people and fairy tales, significantly more often than did boys ($p \leq .05$).
 - b. Boys mentioned nonfiction significantly more often than girls ($p \leq .05$).
 - c. These relationships were fair (phi coefficients between .40 and .60).
 - d. The relative strength of the categories of books (frequency of occurrence relative to the total subsample) was significantly greater for boys than for girls, for the books ranked first, second and fourth by each of these two groups ($p \leq .05$). The relationship, however, was slight (phi coefficients between .20 and .40).
 - e. Fiction occurred most often in the responses of both boys and girls.
 - f. Of the seventy-five categories mentioned by the sample as a whole, only nineteen were mentioned by both boys and girls.
 - g. Girls named significantly more book categories of the title and attribute types, and boys named significantly more topic type categories ($p \leq .05$); the relationship was fair (phi coefficient between .40 and .60).

Generalizations of Findings

These generalizations are limited to populations similar to the sample of subjects who participated in this study, and further by the

manner in which the data were elicited. Generalizations of findings of this study follow:

1. Sixth-grade children view reading as an active and responsive process, in which the reader engages in a dialog with the author which begins with reader expectancies and purposes.
2. Although sixth-grade children participate in the same culture, the school, it cannot be inferred that they share similar cognitive maps for the domain of books. Their categorizing, defining and labeling of books do not reflect a shared meaning system. Rather, quite individualistic systems of rules for the organization of this domain are apparent. Studies of children's reading interests may reflect general predispositions of particular groups, rather than strong preferences.
3. Definitions of books formulated by sixth-grade children are descriptive rather than generic or synonomous in character.
4. A final generalization derives from the data relevant to all the research questions. Sixth-grade children have salient individual taxonomies of the cognitive domain of books. However, it appears that they do not have one, shared, salient folk taxonomy of the cognitive domain of books. The only salient, shared taxa (monolexemically labeled folk segregate [Conklin 1969]) were fiction, nonfiction and mystery, along with their subsumed labels.
5. The methodology of ethnoscience demonstrates potential for the study of readers and reading in cultural contexts.

Implications

Certain implications for reading instruction arise from the findings of this descriptive research study and the conclusions based thereon:

1. Because sixth-grade children stress affective and evaluative responses to books, and infrequently make reference to other purposes for and functions of books, it is suggested that the variety of functions and purposes of books and reading receive increased emphasis in reading instruction. A broadened perspective of the possible uses of books may facilitate wider and more effective reading.
2. Because sixth-grade children categorize the cognitive domain of books in quite an individualistic manner, it is suggested that the selection and recommendation of reading material should be guided by a child's individual interests rather than by lists generated by reading interests research.
3. Because the labels sixth-grade children subsume under categories for books tend to be idiosyncratic and tend not to be elaborations of the literary genres named by these categories, it is suggested that the development of concepts of various literary genres be supplemented by instruction concerning the various subcategories of narrative and expository writing. Such instruction could facilitate the reader's cognitive clarity concerning books, and refine the reader's cognitive domain of books.

Suggestions for Further Research

Modifications of research design and focus are suggested by the findings of this descriptive study.

1. Replication of the study in a variety of settings (e.g., library) and with samples which represent a range of socioeconomic and age groups is suggested, in order to explore the generalizability of the findings of this study.
2. Categorization of books may be done with actual books as stimuli, in order to determine if different kinds of categorization and labeling are available to the subjects.
3. Categorization of books may be done by groups of children working together, and making their decisions by consensus, in order to determine if consensus categorization confirms or disconfirms the findings of this study.

Additional lines of research are suggested by this study as well.

1. Respondents, who identified many categories and employed generic definitions for their categories, may be studied at length, in order to provide individual ethnographies of such readers.
2. The relationship among the clarity of readers' concepts about books, categorization of the cognitive domain of books, reading achievement, the uses to which books are put and sociocultural background may be investigated.
3. The methodology of ethnoscience may be used to discover the salient categories in the school culture.

Summary

This chapter has presented a summary of the findings of a descriptive research study of sixth-grade children's concepts about books, including their defining, categorizing and labeling of this cognitive domain. Generalizations and implications based upon the findings were presented. Finally suggestions were made for further research.

APPENDIX A

FORMS



THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

COLLEGE OF EDUCATION
DEPARTMENT OF READING

Dear Parent and Student:

Your cooperation is requested in a small research project, "A Book Folk Taxonomy by Sixth Grade Children." This summer, I would like to explore some of the ideas that children have about books - what kinds of things are important or unimportant about books, and how books are labeled and grouped.

You, the student, would be asked to participate in two individual interviews for a total of one hour at the most. At the least, you would be asked to participate in one interview of one-half hour. You will be free to ask questions about any part of the project, and those questions will be answered in full. The primary benefit of the study is an increased understanding of children's knowledge about books. However, it will also help you, personally, in choosing books in the future. Other than time, there will be no costs or risks to you; you will not be paid for participating. You may stop at any time, without causing any upset.

The time and place of the interviews will be at the convenience of you both, parent and child.

For the sake of accuracy, the interviews will be taped, but no one will listen to them other than myself. Numerical coding and reporting of group information will insure confidentiality of responses in all reports, published and otherwise.

If you are willing to participate, please sign the consent form and return it to me. Please include your phone number, in order that appointments for interviews may be arranged. Thank you very much for your cooperation.

Signed,

A handwritten signature in cursive script that reads "Andrea Celine Sledge".

Andrea Celine Sledge
Principal Investigator
626-1311

ACS/ld

STUDENT RECORD TRANSMITTAL REQUEST

TUCSON UNIFIED SCHOOL DISTRICT
 Student Services
 Tucson, Arizona

<p>FROM:</p> <p>_____ Name Title</p> <p>_____ School, Agency, or Individual</p> <p>_____ Street Address</p> <p>_____ City State Zip</p>	<p>TO:</p> <p><u>Andrea Sledge</u> Name Title</p> <p><u>Dept. of Reading, College of Educ.</u> School, Agency, or Individual</p> <p><u>University of Arizona</u> Street Address</p> <p><u>Tucson</u> <u>Az.</u> <u>85721</u> City State Zip</p>
---	---

PLEASE NOTE: The information we are requesting will be made available for inspection to parents/eligible students when so requested, since it will be considered an education record as defined in Public Law 93-380, Section 99:3.

I (do: ___ do not: ___) grant permission for release of medical, educational, or special program information regarding: current reading scores only

Student's Name _____	Birthdate _____	Grade _____
_____	Birthdate _____	Grade _____
_____	Birthdate _____	Grade _____
_____	Birthdate _____	Grade _____

This information is being requested for use in providing appropriate educational services, programs, or updating previous reports.

Signature of Parent/Guardian/Eligible Student

Date

TUSD 278
 Rev. 5/77
 7/77
 5/78



THE UNIVERSITY OF ARIZONA
TUCSON, ARIZONA 85721

COLLEGE OF EDUCATION
DEPARTMENT OF READING

August 8, 1979

Dear _____:

Thank you very much for your interest and cooperation in my re-
search study "A Book Folk Taxonomy by Sixth Grade Children."
Your willingness to participate, even to the point of personal
inconvenience, was most appreciated.

I enjoyed the opportunity to meet and chat with parents, as
well as working with interested students. This added a personal
dimension to the research, as opposed to the usual detachment.

The results of the research should be available from Dr. Barbara
Prentice in the Research and Evaluation Office of Tucson Unified
School District #1 after February 1980.

Again, my thanks, and happy new (school) year.

Yours truly,

Andrea Celine Sledge

Andrea Celine Sledge, M.A.
Principal Investigator

ACS/1e

APPENDIX B

INTERVIEW SCHEDULE

The interview schedule which follows was administered to S₁. The data elicited constituted the definitions, categories and labels applied to the cognitive domain of books by that sample. The introductory statement, the interview schedule and the probes, employed when clarification was required, follow.

Introductory Statement

Good morning. My name is Andrea Sledge. I work at the Reading Department at The University of Arizona. I'd like you to answer some questions about some of the things that you know about books.

I am going to write down what you say, and tape it also, so I won't miss anything that you say. Your name won't be shared with anyone, so no one will know what you say.

Interview Schedule (Probes in Parentheses)

Q1 When I say "book," tell me what you think of -- the first word that comes to mind. Next? (Continue until no more terms are forthcoming.)

(P: What are books like?)

(P: What is a book?)

Q2 How many books do you think that you have read in your whole life?

Can you guess?

(P: How many books do you read in a month? Year? Week?)

Q3 What kinds of books do you read?

(P: What was the last book that you read? Why did you read it?
Describe it.)

(P: Give me an example of books that you have read. How would you
describe it?)

Q4 How do you decide what books to read?

(P: How do you choose a book?)

(P: Why do you choose a book?)

Q5 What is the most important thing about a book? The next most impor-
tant? Why? (Repeat.)

(P: What is important to you about a book?)

(P: What is important to tell about a book?)

Q6 What is the least important thing about a book? Why?

Q7 How would you describe (a) book(s) to someone your own age who had
never seen or heard of a book -- a pioneer child for example?

(P: How would you describe (a) book(s) to a person from Venus?)

Q8 What are all the different kinds of books that you know about?

(P: What kinds of books are there?)

(P: What kinds of books do you know about?)

Q9 How are (these) books alike?

Q10 How are (these) books different from one another?

Q11 What kinds of _____ are there? (If titles are given, ask for
general types of books.)

Q12 What makes a book a(n) _____?

Q13 Are _____ and _____ similar or different?

How? Why?

APPENDIX C

CATEGORIES OF BOOKS: LEXICON

This lexicon contains the responses of S_1 to the following items on the questionnaire:

Q 11: WHAT KINDS OF _____ BOOKS ARE THERE?

Q 12: WHAT MAKES A BOOK A(N) _____?

Q 13: ARE _____ AND _____ SIMILAR OR DIFFERENT?
HOW? WHY?

For each book category, the data are presented in two parts: labels subsumed under each category (responses to item eleven) and defining and comparative terms and phrases (responses to items twelve and thirteen). The labels are grouped as follows:

1. topic/subject matter,
2. attribute, and
3. title.

The terms and phrases are grouped as follows:

1. content,
2. description, and
3. function.

The number of boys and/or girls naming a category is indicated in parentheses following each book category. Fiction, nonfiction and mystery are not included in this appendix, as they are discussed in Chapter 4.

ABOUT PEOPLE (3 Girls)

Labels

1. Topic:

about people

deal with family

kids

many different people

kids own age

handicaps

autobiographies

biographies about the living (rarity)

exciting or unique doings or discovery

special animal friends

2. Attribute:

not real

Definitions and Comparisons

1. Content:

people

their feelings

the way people live and their occupations

how we get along with other people

the way to live and understand each other

like fiction, in that it deals with people

people have dreams

sports can deal with people

can deal with friendship

what a kid will do, and who he is

setting

any friends

about people

about kids

2. Description:

like animals, both have feelings

real, not make-believe

what is going to make the story a story

ADVENTURE (1 Girl, 3 Boys)

Labels

1. Topic:

science fiction

fiction

hiking

fishing

boating

camping

scouting

sports

basketball

jungles

lake

sea

2. Title:

Logan's Run

Tom Sawyer

Huckleberry Fin

Definitions and Comparisons

1. Content:

travel in time

creatures

trying to set goals

suspense

danger

not set in distant future

can be set in another country

can have strange things

can be set back in ages (past)

jungle or forest

seas

steamboat

people on a raft

canoes

animals

Indians

excitement

what happens (events)

can have animals

2. Description:

usually fiction

not so funny

earth-bound (as opposed to science-fiction)

3. Function:

little learning from adventure

ANIMALS (2 Girls, 1 Boy)

Labels

1. Topic:

cats

dogs

horses

kittens

all kinds

rabbits

racoons

squirrels

Definitions and Comparisons

1. Content:

how it lives

what (it) eats

how (it) takes care of itself

tells about animals learning and how they are living

age

how live by themselves

how care for themselves

animal

life of the animal

its feelings

the way they live, eat, find food

could be in fiction

2. Description:

real

AUTOBIOGRAPHY (1 Girl, 3 Boys)

Labels

1. Topic:

presidents

special friendships with animals

how (they) helped someone or something

not (about) presidents

animal trainers

painters

Joe Namath

Roger Staubach

about football

about life

how to be president and how it feels

a car driver

Definitions and Comparisons

1. Content:

life story of a person told by self

could be about world records

could be about a kid

about someone

something happening to someone

could be about the past

person really interested in his life and want other to know (sic)

about (one)self

about special people

about real people and things

about a specific person

can be about a sports person

facts

people to be interviewed in order to tell about their lives

and what they do

how they help people

tell what is

how famous and why

about humans

tell if (the person is) famous

2. Description:

more factual than a biography, because the author is writing

about himself, and he knows exactly what is going on

true

very popular

3. Function:

learn about people

BASEBALL (1 Boy)

Definitions and Comparisons

1. Content:

tell about how the game is

how played

famous people

good players

tell how to play

2. Function:

learning involved

BASED ON MOVIES (1 Boy)

Labels

1. Topic:

fiction

science fiction

2. Attribute:

true

Definitions and Comparisons

1. Content:

could contain mystery

could be nonfiction

2. Description:

could be based on truth

could be made up

based on a movie showing or going to be shown or shown (already)

BIBLE (1 Girl)

Labels

1. Topic:

hymn book

2. Attribute:

for different religions

3. Title:

Holy Bible

Missal (for reading at Mass)

Definitions and Comparisons

1. Content:

on things that happened with Jesus in the New Testament and
in the Old Testament--prophets that God talked to
later periods about Jesus' coming
about the past

2. Description:

not fiction

3. Function:

to help return or know about Him (God)
not strictly a reference book, but could be

BIOGRAPHY (2 Girls, 4 Boys)

Labels

1. Topic:

writers

famous people

more about people's lives

people who have a handicap
done something special
discovered something
presidents
people in the frontier
autobiographies
about people

Definitions and Comparisons

1. Content:

tell about a person's life--what (he) did
family background
about people
live events
can be about a sports person
can be about teenagers
person's life story
can be about world records
can be about kids
about someone
about something
can be set in past
certain person or group
special people
presidents
real people
important people

fact or rumor

someone might have written about someone's life or about own
life

specific person

whole life

usually no conflicts

about one person

tells more about person than nonfiction

information

about famous people

2. Description:

true

people are important in biographies

nonfiction

BIOGRAPHY ABOUT SPECIAL PEOPLE (1 Boy)

Labels

1. Topic:

usually the same (as biography)

sometimes about totally different people

Defintions and Comparisons

1. Content:

science has special people, as are presidents

about people

special person

2. Description:

true

CAT (1 Boy)

Definitions and Comparisons

1. Content:

how it lives

what it eats

how it takes care of itself

animals learning and how they are living

how they live by themselves

what animals can do

2. Function:

learn about animals

for keeping COLLECTIONS

Labels

1. Topic:

stamp

looseleaf binder for leaves

Definitions and Comparisons

1. Content:

can have themes, e.g., a stamp book

2. Function:

keep something, e.g., stamps

not read

put collections in

COLORING (1 Girl)

Labels

1. Topic:

picture

picture and story

2. Attribute:

paperback

Definitions and Comparisons

1. Content:

can have a story (and a variety of types of stories)

2. Description:

books with uncolored pages and you color them

COMIC (1 Boy)

Labels

1. Attribute:

funny

Definitions and Comparisons

1. Content:

people doing and saying funny things

2. Description:

made up

funny

COMICS (1 Boy)

Labels

1. Attribute:

without words

with words

Definitions and Comparisons

1. Content:

have comics

2. Description:

artist who can illustrate

good material

not true

exaggerate characters

hardly ever true

more a series of strips rather than like a book

DIFFERENT DREAMS (1 Girl)

Labels

1. Topic:

fantasies

ESP

Definitions and Comparisons

1. Content:

hopes for (something)

adventure

people have dreams

could deal with sport or teens or with all sorts of friends

2. Description:

imaginary

real

like fantasy

just thought up

nonrealistic

DINOSAURS (1 Boy)

Definitions and Comparisons

1. Content:

how it lives

how (it) eats

how it takes care of itself

animals learning and how they are living

age

what the animals can do

2. Function:

learn about animals

DOGS (1 Boy)

See Dinosaurs above

DRAMA (DRAMATIC) (1 Boy)

Labels

1. Topic:

camping

navigation

traveling

flying

space

Definitions and Comparisons

1. Content:

little adventure

hiking

camping

mystery and comedy to make it fit in

ENCYCLOPEDIA (1 Girl, 1 Boy)

Labels

1. Topic:

different countries

sports

different kinds of money

animal kingdom: different animals, species, groups

in school, tells about. . . .

2. Attribute:

kind of like a dictionary

Definitions and Comparisons

1. Content:

how-to things

what rules, etc., for a sport

outlines

bibliography

more description

doesn't tell as much as a biography

about a country

2. Description:

true

3. Function:

tells things

tells about a pet

can look up most information about a country

find different things, e.g., an animal

can look up things

ENGLISH (1 Boy)

Labels

1. Title:

Enjoying English

Definitions and Comparisons

1. Content:

has stories

2. Function:

teaches about words, paragraphs, and stuff

EXCITING (1 Boy)

See Adventure above.

FACTUAL (2 Girls, 2 Boys)

Labels

1. Topic:

books from own experience

history

facts

different things

riding horses

riding motorcycles

all kinds

science

trees

things to make

chemical reaction or what has happened

part of history

real things

Definitions and Comparisons

1. Content:

something that really happened

real things

what really did

could be about true mysteries

may have happened in author's lifetime that people want to

know about

facts in a mystery

could give facts

2. Description:

true

really happened

tell truth

can have happened

proven fact

3. Function:

learn from

FAIRY TALES (3 Girls)

Labels

1. Attribute:

funny

happy

weird

2. Title:

Mother GooseDefinitions and Comparisons

1. Content:

make-believe

not real

story that started out to be true and got stretched

might have happened

not true

imagination

can't really happen

fictional

FOOTBALL (1 Boy)

Definitions and Comparisons

1. Content:

tells about how the game is

how played

famous people -- good players

how to learn about the sport

can be an autobiography about a sports person

2. Description:

less excitement than adventure
excitement

3. Function:

learning

FRIENDS AND FRIENDSHIP (1 Girl)

Labels

1. Topic:

different girl friends
about a group of different friends
getting along with each other
sharing with and caring for each other

Definitions and Comparisons

1. Content:

how different friends get along
how to be a friend
fiction can deal with friends
deal with one person
deal with people and friendship
drama (hopes)
can deal with different friends playing sports

for the FUN of it (2 Girls)

Labels

1. Topic:

mystery
sports

2. Attribute:

easy to read

Definitions and Comparisons

1. Content:

usually a fairy tale

2. Description:

matter of interest

not very hard to read

usually fictional

3. Function:

something that [I] like to read about

not pushed into reading

FUNNY (2 Girls, 2 Boys)

Labels

1. Topic:

jokes

riddle

puns

cartoons, e.g., Snoopy

real stories

made-up stories

fairy tales

all same

2. Attribute:

figure out little things

3. Title:

TGIFThe Apple Dumpling GangDescriptions and Comparisons

1. Content:

riddles

jokes

can make a pet do funny things

something happens

can include mystery

could be a tale

funny actions (slapstick)

western comedy

2. Description:

funny

could be not so interesting

can bore

can be interesting

weird dress (characters)

some novels can be funny (laugh)

3. Function:

have to figure out the funny thing

GIRLS WITH PROBLEMS (1 Girl)

Labels

1. Attribute:

makes fun of her

breaks up with best friend and reconciles

Definitions and Comparisons

1. Content:

Are You There God? It's Me, Margaret

joins club though doesn't have what it takes

sometimes mental retardation

limb missing

always something to solve

shows different problems

doesn't give outline

2. Description:

sad

problem book doesn't make sad

HARDBACK (1 Girl)

Labels

1. Topic:

reference

fantasy for collecting

Definitions and Comparisons

1. Description:

any type of book made of a cardboard cover or some other

HISTORICAL (1 Girl, 2 Boys)

Labels

1. Topic:

found something

done something first

discover something important

Germany

France

Saudi Arabia

Arabs

religions

the Thirteen Colonies

explorers

inventors

war

the past

antiques

Definitions and Comparisons

1. Content:

events and details

names

where

setting

can concern kids in past doing something

references can concern the past

can be historical textbooks

can include the Bible

things that happened a few hundred years ago

past happenings

clothes

how made and got food

fur (hunting) to keep selves warm

cabin

no electricity

drama can have an historical setting

can have mystery

something that might have happened that was important

the war

can be based on World War II

can deal with a person's life

2. Description:

true

can be true

3. Function:

so the reader knows exactly

HOROSCOPES (1 Boy)

Labels

1. Topic:

Scorpio -- tell what they do

how would do in school

Libra, Leo

Descriptions and Comparisons

1. Content:

things they do at school

famous people that have that horoscope

what moon and stars

what you do

tells about a person

what kind of stuff he does

Joe Namath -- might be his horoscope

how they do in school

what you can eat

2. Function:

learning about your horoscope

HORSE (1 Girl)

Labels

1. Topic:

how to ride

how to groom and take care of

2. Attribute:

stories

Definitions and Comparisons

1. Content:

horses

can be fact

can involve learning how to ride

2. Description:

can be fiction

can be a fairy tale

fun

IMPORTANT (1 Girl)

Labels

1. Topic:

people

islands

continents

Definitions and Comparisons

1. Description:

can be nonfiction

true

can be not so interesting

2. Function:

didn't know something and tells in a book

tells something important

INTERESTING (1 Girl)

Labels

1. Topic:

shipwrecks

Paul Bunyan

health books

2. Attribute:

delays -- have to wait to get into the book

Definitions and Conclusions

1. Description:

true

nonfiction

JOKE (1 Boy)

Labels

1. Title:

Jokes, Jokes, Jokes and More Jokes

Definitions and Comparisons

1. Content:

rhyming words

funny stuff

tells jokes

2. Description:

funny

JUDY BLUME (easy) (1 Girl, 1 Boy)

Labels

1. Attribute:

easy

kind of funny

serious

Definitions and Comparisons

1. Content:

about kid getting a dog or something

2. Description:

easy words

thin

a lot of pictures

too many easy words compared to hard words

she has written it

kind of funny

140

made up

LEARNING (2 Girls, 1 Boy)

Labels

1. Topic:

English

math

social studies

geometry

trigonometry

all books

reading books at school

factual ones

baseball

bowling

sports books

some regular books

Definitions and Comparisons

1. Content:

facts

can be about learning to read

tell how to play the game

2. Description:

can be fun depending on the topic

3. Function:

when it teaches you

learn from them

help understand the words more
 read faster and better, if read more
 learning sports and playing the game

MAGAZINES (1 Girl)

Labels

1. Topic:

children's
 all kinds

2. Attribute:

for certain activities

Definitions and Comparisons

1. Content:

some have facts
 some about what might enjoy doing
 about something happening

2. Description:

like a paperback and usually regular paper
 more to do with today

3. Function:

some for kids and certain age groups, e.g., pet owners

MAKE BELIEVE (2 Girls)

Labels

1. Topic:

fantasy
 kids about own age
 dreams and things they think they want to do

2. Attribute

funny

scary

Definitions and Comparisons

1. Content:

funny things

what going to do

trouble and how to get out of it

any help

if will get caught

older person doing something

2. Description:

not real

can be a kid's book

usually fiction

MATH (sic) (3 Boys)

Labels

1. Topic:

fractions

geometry

algebra

decimals

2. Attribute:

teach division, stuff like that

teach

math assignments .

3. Title:

Math All Around Us

Heath math books

Definitions and Comparisons

1. Content:

numbers

grouping numbers together

2. Function:

problems to do

teaches problems

teaches division, multiplication

learn

trying to find an answer

MEDIUM (1 Boy)

Labels

1. Attribute:

about the same as adventure combined with comedy and mystery

Definitions and Comparisons

1. Content:

cooking

gold (prospectors, also about silver)

hiking

adventure

MORE THAN TWO HUNDRED PAGES (1 Boy)

No further comments offered.

MUSIC (1 Boy)

Labels

1. Topic:

how to play

just songs

music without any words

things about the author of the music (composer)

tell how music started

2. Attribute:

learn out of

Definitions and Comparisons

1. Content:

about music

about authors

can include mystery

NOT SO INTERESTING (1 Girl)

Labels

1. Topic:

fairy tales

jokes

2. Attribute:

because get done with them

Definitions and Comparisons

1. Content:

can be a mystery

can be tales

2. Description:

can be boring

can be nonfiction

can be fiction

NOVEL (1 Girl, 3 Boys)

Labels

1. Topic:

write about their life or people they know

an experience

plays and movies now

stories

disaster stories

2. Attribute:

made up

based on a true story

Definitions and Comparisons

1. Content:

people

experiences

speech

strong setting and place

climax

problem or something happy

certain place

how things run

suspense

can have comedy

content sometimes similar to science fiction

talk about today

2. Description:

long

same kind of thing as fiction

not true

pretty long

can be in paperback

dreamt up

3. Function:

can find out about a place

OCEAN (1 Boy)

Labels

1. Topic:

fish

reefs

different kinds of fishes

pollution

Definitions and Comparisons

1. Content:

pictures

lots of names of fish

some facts about the ocean

facts

what happened to the ocean

questions

names and stuff

2. Description:

nonfiction

OLD NOVELS (1 Girl)

Labels

1. Topic:

plays

about someone they knew

about experiences they, or someone they know, had had

2. Attribute:

reflection of writer's life

Definitions and Comparisons

1. Content:

some of the objects

type of clothing worn

articles used

things seen

about experience

climax

problem

something happy (ending)

2. Description:

some of the words used

kind of novel

very definite

3. Function:

just read

PAPERBACK (1 Girl)

Labels

1. Attribute:

for almost everything

fantasy for enjoying to read

Definitions and Comparisons

1. Content:

can be science fiction

2. Description:

any type of book made with hard paper

most kids' books

PEOPLE MY OWN AGE (1 Girl)

Labels

1. Topic:

a fantasy

2. Attribute:

paperback

Definitions and Comparisons

1. Content:

kids

what going to do

about trouble

how in and out of trouble

any help

if will get caught

about people

can deal with kids in past doing something, e.g., Mozart

can be a biography

2. Description:

usually fiction

3. Function:

read for enjoyment

PETS (1 Girl)

Labels

1. Topic:

dogs

cats

birds

parrots

guinea pigs

Definitions and Comparisons

1. Content:

foods eaten

natural habitat

how to hold them

where from

tells about your pet

can make a pet do funny things

tells about something

2. Function:

teach about pets

if interested in getting one or having a pet

PHONE (1 Girl)

Labels

1. Topic:

personal address book

city

yellow pages

pad of numbers for an office

Definitions and Comparisons

1. Content:

area codes

numbers and addresses of people

yellow pages

2. Description:

big, fat book with all the numbers and addresses of people in

a certain town

two sections

3. Function:

look to it for emergency numbers

reference book

PICTURE (1 Girl)

Labels

1. Attribute:

for little kids, without words

for beginners who can't read

some magazines with posters

Definitions and Comparisons

1. Content:

book of pictures

2. Description:

type of book, just as hardback and paperback are

format, not content

3. Function:

look at, don't read

for kids a different age (younger)

PLANETS (1 Girl)

Labels

1. Topic:

about stars

galaxies

sizes of planets

foundings (sic) of planets

Definitions and Comparisons

1. Content:

about planets

scientific

2. Description:

real

a topic

of PLAYS (2 Girls)

Labels

1. Topic:

musicals

biographies

autobiographies

comedies

tragedies

Christmas

Easter

Fourth of July

presidents

Thanksgiving

New Year's

Valentine's

Definitions and Comparisons

1. Content:

characters

a lot of speaking parts

not a lot of narration

can be based on an old (historical) novel

can deal with another country or creatures

can include mystery

can be based on a mystery book

bibliography of play sources

speaking parts

story

adventure

can include problems

death

mystery

2. Description:

can be spoken out into parts

interesting to keep aware of action

if story gets boring, the play does also

need long enough chapters to be acts, or short

always a breaking point, when something good happens, then bad,

then turns out to be good

type of play

story

can be funny

can do (can be performed)

READING (1 Boy)

Labels

1. Title:

Freedom's Ground

Time to Wonder

Special Happenings

Definitions and Comparisons

1. Content:

stories

Reflections

can include mystery
can include funny stuff
can include nonfiction
can include sports

2. Function:

teaches words
tells about stuff

REFERENCE (2 Girls)

Labels

1. Topic:

dictionary
encyclopedias
science
social studies
atlas
phone
almanac
thesaurus

2. Attribute:

for school

Definitions and Comparisons

1. Content:

facts
pronunciation
spelling
pictures (if an unknown object)

syllabication

location of place and surroundings

scientific facts and information

deal with past

2. Description:

factual

usable

3. Function:

book for information, e.g., dictionary -- definition or spelling

read for information

for learning

REGULAR FICTION (1 Boy)

Labels

1. Attribute:

stories

Definitions and Comparisons

1. Content:

not about a real person

can be about sports

2. Description:

can't be real

stories

not true

SAD (1 Girl)

Labels

1. Topic:

horse taken from loved one

animals die

family member dies

Definitions and Comparisons

1. Content:

someone dies or something

a pet taken away

pet dies

loss of pet or possession

murder can cause sadness

SCHOOL (2 Girls, 2 Boys)

Labels

1. Topic:

math

social studies

spelling

writing

reading

science

language

health

handwriting

spelling

2. Attribute:

that work out of

Definitions and Comparisons

1. Content:

problems

facts

concerns past, if a history test

questions

just facts

not a story

names and stuff

2. Description:

lots of work

definite

3. Function:

have to do something

have to read something

sometimes pleasure in reading, because questions come after

used for learning something

put knowledge to work so won't forget

for information

things that tell you what to do

have to work on

SCIENCE (1 Girl, 3 Boys)

Labels

1. Topic:

teach about science

tell about people in science

things in science -- what they can do

what can't do

physicals

chemistry

bones and bodies

blood, etc.

medications

biographies

space

geography

2. Title:

Enjoying Science

Definitions and Comparisons

1. Content:

tells about science

what science is

what can do

can involve mystery

chemistry

scientists inventing something

chemical physiology

lot of material
specific facts
a lot of studies

2. Description:

specific matter has to be true and accurate
true

3. Function:

learning
teaches about the body
teaches about levers, wedges
study the science of something

SCIENCE FICTION (1 Girl, 5 Boys)

Labels

1. Topic:

space
monsters
war in space
no different kinds
lasers and the future

2. Attribute:

long novel
things that kids or people make
funny
stories made up

Definitions and Comparisons

1. Content:

can involve kids

outer space

space

creating monsters

space ships

planets

a lot of space things

some facts

problems

what has happened to the ocean can happen in science fiction

people thinking about things eighty to one hundred years ago

people look different -- clothes and all

adventures

wars

supersonic stuff

based on science

things that [we] don't have now

imaginary things

advanced technology

has fighting

not about a person, as biographies are

2. Description:

using something that could be real

making a story that could be real

can involve kids
fiction usually
out of the ordinary
form of fiction
not about something
can be in the form of a coloring book
make believe
not true
different from the ordinary kinds of stories
can contain (be like) same stuff as novels
things better than in reality
can't be based on another story that's the same
good artist
more of a unified story
stories
not real
fake

SNAKES AND COLD-BLOODED ANIMALS (1 Girl)

Labels

1. Topic:

where live
how eat
different varieties
where can find
how lay eggs

Definitions and Comparisons

1. Content:

just about snakes or cold-blooded animals

how live

creatures (animals)

2. Description:

real life

SOCIAL STUDIES (2 Boys)

Labels

1. Attribute:

about the same as history

2. Title:

Ways of Man

two books, purple

Definitions and Comparisons

1. Content:

tell about Africa

before Christ and after His death

about castles and kings

invention of chemicals combined with going places

2. Description:

nonfiction

tells about stuff

SPELLING (1 Boy)

Labels

1. Title:

Spell Correctly

Definitions and Comparisons

1. Content:

words

sometimes paragraphs

2. Function:

teaches words

teaches paragraphs

SPORTS (2 Girls, 2 Boys)

Labels

1. Topic:

baseball

football

hockey

gymnastics

tennis

bowling

about players

swimming

different events

Olympics

about people

about different sports

racing cars

karate

boxing

soccer

volley ball

certain people

teams

games

batting averages

sporting records

2. Attribute:

fiction

Definitions and Comparisons

1. Content:

about somebody, team or sport of interest

interviews with team

different games

meets

different activities of sports

people that play them

could be a biography of a sports person

about people

teens playing sports

friends playing sports

who used to be less

about life

how they are played

about sports

fighting (conflict)

2. Description:

could be fiction

can be in fairy-tale style

can be in reading books

frequently can be fiction

true

3. Function:

learn from it

TALES (1 Girl)

Labels

1. Topic:

cartoons

Definitions and Comparisons

1. Description:

take something real and put in a situation that isn't real

not true

little bit true

could be funny

like a cartoon

can be not interesting

TALL TALES (1 Girl)

Definitions and Comparisons

1. Descriptions:

like a fairy tale (story that started out true and got stretched)

just unbelievable

stretches one simple thing

might have happened

not true

things people thought up

TEACHING (1 Boy)

Labels

1. Topic:

math--assignments

books about law cases

medical books

reading books

Definitions and Comparisons

1. Function:

trying to find an answer

learn from it

can learn about a person

TEENAGERS (1 Girl)

Labels

1. Topic:

teens

problems

what teens do

167

friendship with one another

what and how they do in school

Definitions and Comparisons

1. Content:

different teenagers

could deal with dreams of a teenager

could deal with teens playing sports

deal with people

2. Description:

same sort of plot as fiction

can be biographical

TELEVISION (1 Girl)

Labels

1. Title:

Logan's Run

Old Yeller

Little House on the Prairie

Definitions and Comparisons

1. Content:

space

people write books about their family, when they (the authors)

are older

adventure (most)

2. Description:

usually fake

written before they were on television

TRUE (1 Girl)

Labels

1. Topic:

books for own experience

history

Definitions and Comparisons

1. Description:

fact

something really happened

true

WAR (1 Boy)

Labels

1. Topic:

battles

plans

sea, land, air

spies

famous people

Definitions and Comparisons

1. Content:

war or battle

specific battle or ship

fighting between countries

can be about a specific person

conflicts

2. Description:

factual

3. Function:

learn from it

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